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ABSTRACT

The Freshman Summer Program and Transfer Summer Program at the University of California, Los Angeles, are designed to increase the academic achievement, retention, and graduation of underprepared and underrepresented or low-income students. Underrepresented students are those from ethnic populuations whose statewide high school graduation rate from California public high schools is less than their representation in California. This evaluation was based on a summer program count of 589 freshmen and 81 transfer students. The program curriculum for freshmen or transfer students included a mathematics component and an English and general education component. All courses met university departmental requirements, but students could enroll in only one of the two components. The program curriculum was accompanied by: a tutoring program, providing academic support for English, general education, and mathematics; counseling services; social opportunities; and political and cultural events. Areas evaluated separately include: (1) academic areas; (2) the Films and Forums series of political and cultural events; (3) student and professional staff training; and (4) the counseling services unit. Each of these areas are covered in a separate section providing an executive summary, an introduction, an account of methodology, detailed findings, and a list of recommendations. Appendices for each of these sections contain the student questionnaires used in the evaluation process and, in some cases, agenda for the programs. Results indicate the effectiveness of, and satisfaction with, the programs. Three tables and 33 figures are included. (SLD)

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# Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program

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## Phase I

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Prepared by

Susan P. Ackermann
Gayle J. Byock

March 1989

*for*
*Honors and Undergraduate Programs*
*Office of the Provost*
*College of Letters and Science*
*University of California, Los Angeles*

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# CHAPTER I
# INTRODUCTION

# INTRODUCTION

## FRESHMAN SUMMER AND TRANSFER SUMMER PROGRAM HISTORY

The Freshman Summer and Transfer Summer Programs (FSP/TSP) are designed to increase the academic achievement, retention, and graduation of underprepared and underrepresented or low-income students. Underrepresented students are defined as students from those ethnic populations whose statewide graduation rate from California public high schools is less than their representation in California.

The goals and history of FSP are provided in the Academic Advancement Program (AAP) Internal Review Report (p. 36). The major goal of FSP is " ... to help entering students negotiate the transition from high school to University life. The Freshman Summer Program (FSP) was born in 1978 from the union of two independent campus efforts to address the growing number of students clearly underprepared for university work. The first of these efforts, the Pilot Pre-Calculus Program, offered thirty AAP students the chance to study Math 1C in the summer of 1976. Responding to a 67% failure rate for the University's Subject A examination and to the English Department's determination to toughen requirements in composition courses, the University expanded this experiment by offering several workshops and courses in basic reading and writing the following year. In 1978, the program was consolidated, providing the option of either math or English instruction to 531 students during the first Summer Session."

The TSP history is also contained in the AAP Internal Review Report (p. 76): "In 1977, the University responded to chronically high attrition rates among AAP transfer students by instituting the AAP Advanced Standing Writing Workshops (ASWW). Offered until 1982, these workshops were held in the evening for a few hours a week on local Community College campuses. They enrolled prospective UCLA transfer students in a curriculum designed to supplement the English composition courses that all transfer students complete before coming to UCLA. In 1979, the Transfer Summer Program began to emerge from the pilot ASWW project. TSP and ASWW ran concurrently for a number of years, the latter continuing to be offered on Community College campuses while TSP paralleled the Freshman Summer Program in the first Summer Session. By 1983, TSP had supplanted the ASWW."

Program Administration. The director of the Academic Advancement Program, C. Adolfo Bermeo, was also the director of the 1988 Summer Programs. His responsibilities included overall program responsibility, general education course coordination, and development of the tutorial services. In addition, seven coordinators were responsible for developing the areas of Administration; English curriculum; Math curriculum; Counseling Programs; Parent Support Structure; Social, Cultural, Political Issues; and Learning Skills (see Figure 1, Appendix I). During the operation of the program, the mathematics and English components had tutorial coordinators; the parent support structure, which mainly coordinated the spring parent meetings, was no longer operative; and the social, cultural, political issues was solidified into Films and Forums. The AAP director reported to the Assistant Provost, College of Letters and Science.

Program Goals. The Mission and Goals section of the 1988 Summer Program's Handbook states "Through a rigorous, comprehensive and integrated academic and counseling structure, the goals of the 1988 Summer Program are:

1. To facilitate entering students' transition from high school and community college to UCLA.

2. To increase the potential for the persistence, retention and graduation of Summer Program students by introducing:

   a. the academic demands of university life
   b. the social, political, cultural context of university life
   c. university structure, resources and services

3. To facilitate the development of:

   a. critical thinking
   b. academic skills
   c. personal and social responsibility

4. To introduce AAP retention services to eligible students, including counseling, learning skills foster the ability of Summer Program students to function in the university environment.

5. To promote the appreciation of racial, cultural, and socioeconomic diversity at UCLA and foster the ability of Summer Program students to function in the university environment.

6. To build and reinforce the positive self image, inner confidence and self direction of Summer Program students."

Student Orientation. Students planning to attend FSP/TSP were required to attend a UCLA Orientation Program session scheduled on various dates between June 29 and July 25, 1988. The orientation program was designed so that students would have the opportunity to take all appropriate diagnostic tests in mathematics, chemistry and foreign language for placement in Fall classes; to receive academic advising for Fall courses; to receive preferential enrollment for Fall Quarter; to receive an initial introduction to the UCLA campus and its resources; and to receive presentations from faculty and College of Letters and Science administration (including AAP). (See Mission and Goals section of the 1988 Summer Program's Handbook.) Not all FSP/TSP students, however, attended Orientation sessions making it necessary for several of the orientation activities to occur during FSP/TSP.

Program Format and Design. The dates of FSP/TSP for Summer, 1988, coincided with UCLA's second summer session of August 7 to September 16 (a copy of the Summer Program's Activity Calendar is presented in Figure 2, Appendix I). Students were encouraged, but not required, to live in the dormitories in order to get a sense of University life and to become fully acquainted with the campus and its resources, such as the library. FSP/TSP students opting to live in UCLA's Residence Halls were assigned to either Sproul or Dykstra, depending on their preference. Each floor of the Residence Halls that housed FSP/TSP students had an AAP professional counselor, AAP summer peer counselors and a residential advisor.

The curriculum of the program included the Mathematics component and the English composition/General Education component. All courses met with UCLA departmental requirements. Students could enroll in only one of the two components. The Mathematics component consisted of a mathematics course in the morning and a Professional Development Program (PDP) workshop, modeled after the University of California, Berkeley program, in the afternoon. For English/General Education courses, students enrolled in the English class according to proficiency, and in a General Education course according to proficiency and interest. The English course placements were as follows:

| Subject A English Composite score | FSP/TSP Course |
|---|---|
| 4 | English A |
| 5 | English A or B |
| 6 | English B |
| Subject A Pass | English 3 |
| Subject A designation "E" | ESL 33B, 33C, or 35, depending on "E" proficiency |

General Education courses offered to FSP students were Anthropology 22 (Cultural Anthropology), Biology 2 (Principles of Biology), Geography 3 (Cultural Geography), History 8A (Latin America: Reform and Revolution), and Physics 10. TSP had the options of Political Science 147 (Minority Group Politics), Physics 10, and Biology 2 (Principles of Biology), and English 85 (The American Novel). The English composition option was English 110W (Intensive Writing for the Discipline), especially designed to accompany content courses. Only students who placed in English B or higher were eligible to select the Mathematics Intensive curriculum, due to choice of major, rather than the English/General Education option. Mathematics Placements were based on the student scores on the Mathematics Diagnostic Test, and were as follows:

| Mathematics Diagnostic Test Score | FSP/TSP Courses |
|---|---|
|  | Math A (Intermediate Algebra non-credit course) |
| Pass Level II Chem/Math Preliminary Examination and 2 1/2 yrs. h.s. math | Math 1 (Pre Calculus) |
| 450-600 SAT score | Math 1C |

The Program Curriculum is accompanied by a Tutorial Component, which provided academic support for English, General Education, and Mathematics courses; a Counseling component comprised of professional counselors and peer counselors; and a social/cultural component, which includes social opportunities and political/cultural events, such as Films and Forums.

FSP/TSP Student Population. The evaluation was based on a summer program count of 589 FSP students and 81 TSP students. This count was obtained from AAP staff at the end of the program and verified by the AAP Director. The program count used as the basis for the evaluation varies from the FSP/TSP count cited in the AAP Internal Review Report. Because of the difference of numbers of students, neither gender nor ethnicity data are reliable. In addition, ethnicity of FSP/TSP students from 1987 or 1988 was not included in the AAP Internal Review Report.

The number of students enrolled in each of the courses offered during FSP and TSP, according to the end-of-program count, are presented in Figures 3 and 4, respectively, in Appendix I.

## EVALUATION FRAMEWORK: PHASE I

In June, 1988, the Assistant Provost requested, on the behalf of the College of Letters and Science, that a comprehensive, external evaluation of the Freshman Summer and Transfer Summer Programs (FSP/TSP) be conducted. In late June, 1988, the evaluation team was appointed.

The evaluation of FSP/TSP consisted of two distinct phases. Phase I, or the portion covered in this report, was designed to assess the extent to which the academic and nonacademic goals and objectives of the summer program were accomplished. The evaluation was designed specifically to assess the impact the program had on the student population being served. Phase II of the evaluation which will be available in June, 1989, was designed to assess longitudinally, students' academic performance and social and cultural experiences at UCLA. Since many of the program's goals and objectives are based on the long-term performance of the students served by the program, Phase II of the evaluation will complement Phase I's findings, by providing clarification and refinement.

The Evaluation Framework for Phase I is presented in Figure 5, Appendix I. Seven component areas were addressed in the evaluation design: academics, student and professional staff training, parental involvement, residential vs. commuter life, Films and Forums, counseling, and overall program goals and objectives. The evaluation design employed the triangulation technique and combined quantitative and qualitative methods of data analysis. Field observers, semi-structured interviews, content analysis, and survey research methods were used to assess convergence and agreement.

The composition of the full evaluation team was designed in such a way that different groups of team members of the team took responsibility for the focus, design, choice of methods, and management of the evaluation; but no one person had total or absolute control over every aspect of the evaluation process. Clearly, the evaluation design was an ambitious attempt to assess each component of FSP/TSP. While all components of the design were carried out, not all were successful. The individual successes and failures of the evaluation are addressed within the body of this report. It is important to note that all major components of the design: Academic, Films and Forums, Counseling, Student and Professional Staff Training, and FSP/TSP Goals and Objectives were successfully carried out.

With the help of AAP staff, evaluation questions were developed for each component of the FSP/TSP program. The evaluation team relied on AAP staff to provide detailed descriptions of the various components of FSP/TSP, including stated goals and objectives of each component. In many cases, however, this information was not provided to the evaluators, or was provided in an incomplete fashion. Therefore, it was at many times difficult for the evaluation team to formulate evaluation questions with the information provided. It should be noted that the AAP director and associate director were consulted at all phases of the evaluation.

The evaluation team encountered many difficulties during the implementation and management phases of the evaluation. The major issue seemed to be confusion over why the external evaluation was taking place. Therefore, the evaluation team was faced with the task of reducing the resistance of AAP program staff to an evaluation of FSP/TSP while designing and implementing the evaluation. Undoubtedly, the unspoken threat of possible alteration of the program increased rather that decreased resistance. The evaluation team clearly and regularly indicated that the evaluation was intended to assess program effects on the target population in terms of the goals and objectives, developed by AAP itself, to improve the program and increase its effectiveness and responsiveness; still, program staff remained anxious and guarded.

The most evident manifestation of program staff's resistance to the evaluation was in collecting the needed data. Some data collection attempts were hindered by non-cooperation, non-response, or limited response. It should be noted that any future attempt at evaluating FSP/TSP will also be met with resistance if the evaluation is not fully embraced by AAP staff and incorporated into the substance of the program.

## EVALUATION REPORT DESIGN: PHASE I

Each chapter of this report covers one component of the FSP/TSP program. Each chapter begins with an Executive Summary of the findings. Within the body of each chapter is the component's description, the methodology used, the findings, the recommendations, and strategies for improvement of a future evaluation. It is hoped that this report, first and foremost, will help AAP meet its Summer Programs mission and goals by providing information that will improve FSP/TSP and increase its effectiveness and responsiveness to the student population being served.

# APPENDIX I

## FIGURE 1

### UCLA
### College of Letters and Science
### Academic Advancement Program

### 1988 Summer Program Administrative Structure

A) Director: C. Adolfo Bermeo, Ph.D

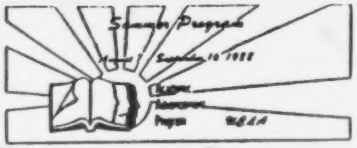
1. includes overall program responsibility
2. includes content general education course coordination
3. includes responsibility for development of Summer Program tutorial services.

B) Under the direction of C. Adolfo Bermeo, the individuals listed below are responsible for coordinating the development and implication of assigned structures:

| Responsibility | Development | Implementation |
|---|---|---|
| Administrative Coordinator | Raquel Sanchez | Raquel Sanchez |
| English Curriculum Coordinator | Faye Peitzman, Ph.D | Faye Peitzman, Ph.D |
| English Tutorial and General Education Tutorial | C. Adolfo Bermeo, Ph.D | Kevin Dettmar |
| Math Curriculum Coordinator | David Cohen, Ph.D | David Cohen, Ph.D |
| Math Tutorial | C. Adolfo Bermeo, Ph.D | Russell Wadda<br>Anna Francoise |
| Counseling | Phyllis Hart | Dana Folz, peer Counselors<br>Reginia Cooper, professional counselors |
| Parent Support Structure Coordinator | Judy Mayes | (only operative during development) |
| Social, Cultural, Political Issues Coordinator | Marguerite Archie-Hudson, Ph.D | Marguerite Archie-Hudson, Ph.D |
| Learning Skills Consultant | Idell Holbert | Idell Holbert |

# August

FIGURE 2



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| NOTES: TUTORING<br>Sproul Study Lounge<br>Mon-Fri/1-10p (last hr from 9-10p)<br>Sat-Sun/by appointment only<br>COMMUTER LOUNGE<br>Sproul 7th Floor Lounge<br>Mon-Fri/2-6p<br>Library Tours<br>TBA (1/week) | 1<br>KEY: CH = Campbell Hall<br>FSL = Fireside Lounge | 2 | 3 | 4<br>Last Quarter ○ | 5 | 6 |
| 7<br>Check-In<br>8a-2p/Sproul & Dykstra<br>Orientation<br>2-6p/Sproul & Dykstra<br>Sunset Rec Ctr | 8<br>Staff Mtg<br>10a-12p/CH<br>Curricular Staff Mtg<br>12-1p/CH<br>Personal/Interpersonal<br>Relationships Wkshp<br>3:30-4:30p/Sproul<br>Personal Adjustment<br>Orientation Session<br>6:30-9p/Sproul | 9<br>Curricular Staff Mtg<br>12-1p/CH<br>Study Skills Wkshp<br>3-4:30p/Dykstra Rec Rm<br>Personal Adjustment<br>Orientation Session--Commuters<br>3:30-5:00p/Sproul Rec Rm<br>Personal Adjustment<br>Orientation Session<br>6:30-9p/Dykstra Rec Rm | 10<br>Curricular Staff Mtg<br>12-1p/CH<br>Personal/Interpersonal<br>Relationships Wkshp<br>3:30-4:30p/Sproul FSL<br>Films/Forums<br>6:30-9p/Dykstra FSL | 11<br>Curricular Staff Mtg<br>12-1p/CH<br>Personal/Interpersonal<br>Relationships Wkshp<br>3:30-4:30p/Sproul FSL | 12<br>Placement & Career<br>Planning Center<br>(PCPC) Tour<br>TBA<br>New Moon ● | 13<br>FLOOR WEEKEND ACTIVITY<br>TBA |
| 14<br>Frank Gomez<br>"Graduate School &<br>the Minority Student"<br>7-9p/Dykstra (9th fl) | 15<br>Staff Mtg<br>10a-12p/CH<br>Curricular Staff Mtg<br>12-1p/CH<br>Time Management Wkshp<br>6:30-9p/Sproul<br>Feast of the Assumption | 16<br>Curricular Staff Mtg<br>12-1p/CH<br>Study Skills Wkshp<br>3-4:30p/Dykstra Study Lounge<br>Time Management Wkshp--Commuters<br>3:30-5p/Sproul (7th fl)<br>Time Management Wkshp<br>6:30-9p/Dykstra | 17<br>Curricular Staff Mtg<br>12-1p/CH<br>Rosemary Chavoya<br>Psychology Dept Advisor<br>4-5:30p/Sproul (7th fl)<br>Films/Forums<br>6:30-9p/ Dykstra FSL | 18<br>Curricular Staff Mtg<br>12-1p/CH<br>Campus Info Fair<br>3:30-5p/Sproul (7th fl) | 19<br>Special Activity<br>with R.A.s & P.C.s<br>TBA | 20<br>FLOOR WEEKEND ACTIVITY<br>TBA<br>First Quarter ◐ |
| 21 | 22<br>Staff Mtg<br>10a-12p/CH<br>Curricular Staff Mtg<br>12-1p/CH<br>Study Skills Wkshp<br>3-4:30p/Dykstra Rec Rm<br>Social Adjustment Session<br>6:30-9p/Sproul | 23<br>Curricular Staff Mtg<br>12-1p/CH<br>Social Adjustment Session--Commuters<br>3:30-5p/Sproul (7th fl)<br>Social Adjustment Session<br>6:30-9p/Dykstra | 24<br>Curricular Staff Mtg<br>12-1p/CH<br>Rosemary Chavoya<br>Psychology Dept Advisor<br>4-5:30p/Dykstra FSL<br>Films/Forums<br>6:30-9p/ Dykstra FSL | 25<br>Curricular Staff Mtg<br>12-1p/CH<br>Experiential Wkshp<br>3:30-5p/Sproul FSL<br>Faculty Night<br>Physical & Social Sciences<br>&<br>Parent Night<br>6:30-9p/ Dykstra Rec Rm | 26<br>Dean Ned Alpers<br>Honors Wkshp<br>3:30-5p/Dykstra FSL<br>Dance<br>9p/Dykstra Rec Rm<br>Women's Suffrage - 1920 | 27<br>FLOOR WEEKEND ACTIVITY<br>TBA<br>Full Moon ○ |
| 28<br>Ethnic Food Night Dinner<br>5-7:30p/Sproul & Dykstra<br>Cultural Diversity Fair<br>7:30-10p/Dykstra Rec Rm | 29<br>Staff Mtg<br>10a-12p/CH<br>Curricular Staff Mtg<br>12-1p/CH<br>Dr. Elma Gonzalez<br>"The Organelles of<br>Plant Cells"<br>3:30-5p/Sproul FSL<br>Cultural Adjustment Session<br>6:30-9p/Sproul | 30<br>Curricular Staff Mtg<br>12-1p/ CH<br>Housing Wkshp<br>3:30-5p/Sproul FSL<br>Cultural Adjustment Session<br>6:30-9p/Dykstra | 31<br>Curricular Staff Mtg<br>12-1p/CH<br>Films & Forums<br>6:30-9p/Sproul FSL | (OVER) | JULY<br>S M T W T F S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 | SEPTEMBER<br>S M T W T F S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 |

revised 8.1.88

FIGURE 2, CONT.

# September

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| AUGUST<br>S M T W T F S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30 31 | OCTOBER<br>S M T W T F S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | NOTES: TUTORING<br>Sproul Study Lounge<br>Mon-Fri/1-10p (last hr from 9-10p)<br>Sat-Sun/by appointment only<br>COMMUTER LOUNGE<br>Sproul 7th Floor Lounge<br>Mon-Fri/2-6p<br>Library Tours<br>TBA (1/week) | KEY: CH : Campbell Hall<br>FSL : Fireside Lounge | 1<br>Curricular Staff Mtg<br>12-1p/CH<br>Financial Aid Wkshp<br>3:30-5p/Sproul FSL<br>Films/Forums<br>6:30-9p/Sproul FSL | 2<br>English<br>Instructor/Tutor<br>Feedback Forms Due<br>Film (TBA)<br>8p/Dykstra Rec Rm<br>Last Quarter ○ | 3 |
| 4<br>Grandparents' Day | 5<br>HOLIDAY<br>Labor Day | 6<br>Curricular Staff Mtg<br>12-1p/CH<br>Cultural Adjustment Session--Counselors<br>3:30-5p/Sproul (7th fl) | 7<br>G.E. Content<br>Instructor/Tutor<br>Feedback Forms Due<br>Curricular Staff Mtg<br>12-1p/CH<br>Dr. Carlos Gutierrez<br>"Adventures in<br>Art & Chemistry"<br>3:30-5p/Sproul FSL<br>Films/Forums<br>6:30-9p/Sproul FSL | 8<br>Curricular Staff Mtg<br>12-1p/CH<br>Faculty Night<br>L&S/Humanities/Fine Arts<br>&<br>Parent Night<br>6:30-9p/Sproul Study Lounge | 9<br>Talent Show (TBA)<br>8p/Dykstra Rec Rm<br>California Admission Day | 10<br>Dodger Game<br>(Dodgers vs Reds)<br>7:05p |
| 11<br>FINALS WEEK<br>Parent Night Dinner<br>6-7p/Faculty Center<br>Rosh Hashanah Begins at Sundown<br>New Moon ● | 12<br>Staff Mtg<br>10a-12p/CH<br>Curricular Staff Mtg<br>12-1p/CH<br>Rosh Hashanah | 13<br>Curricular Staff Mtg<br>12-1p/CH<br>Rosh Hashanah | 14<br>Curricular Staff Mtg<br>12-1p/CH | 15<br>Curricular Staff Mtg<br>12-1p/CH | 16 | 17<br>Citizenship Day |
| 18<br>First Quarter ◐ | 19 | 20<br>Yom Kippur Begins at Sundown | 21<br>Yom Kippur | 22<br>(OVER)<br>Fall Begins | 23<br>American Indian Day | 24 |
| 25<br>Succoth Begins at Sundown<br>Full Moon ○ | 26<br>Succoth | 27<br>Succoth | 28 | 29 | 30 | |

1.8

revised 8.4.88

FIGURE 3

## FRESHMAN SUMMER PROGRAM

**TOTAL # ENROLLED IN FSP: 589**
**TOTAL # OF PROVISIONALS W/NP GRADES: 57**

| | # enrolled | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F/NP | Inc | Provisionals with NP grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENG A | 100 | | 5 | 12 | 23 | 25 | 10 | 22 | 2 | 1 | | | | | 1 |
| ENG B | 214 | 1 | 8 | 25 | 34 | 45 | 34 | 37 | 29 | 1 | | | | | 18 |
| ENG 3 | 159 | 12 | 19 | 18 | 30 | 30 | 28 | 19 | 3 | | | | | | 1 |
| ENG 33B | 6 | 4 | | 1 | | 1 | | | | | | | | | |
| ENG 33C | 12 | 1 | 4 | 2 | 3 | 1 | 1 | | | | | | | | |
| ENG 35 | 10 | 2 | | 1 | 3 | 2 | 2 | | | | | | | | |
| | **501 TOTAL** | | | | | | | | | | | | | | **20 Provisionals w/NP grade** |
| PHYS 10 | 50 | 3 | 7 | 1 | 18 | 6 | 5 | 3 | 1 | 2 | 3 | | 1 | | 2 |
| BIO 2 | 96 | 14 | 1 | 5 | 26 | 6 | 5 | 28 | 6 | | 4 | | 1 | | 7 |
| ANT 22 | 154 | 17 | 13 | 19 | 31 | 22 | 23 | 21 | 2 | 3 | 2 | 1 | | | 3 |
| *HIST 8A | 104 | 3 | 5 | 13 | 13 | 24 | 14 | 10 | 1 | | | | 1 | | 2 |
| GEOG 3 | 87 | 2 | 6 | 4 | 19 | 5 | 8 | 19 | 8 | | 11 | | 5 | | 18 |
| | **491 TOTAL** | | | | | | | | | | | | | | **31 Provisionals w/NP grade** |
| **MATH A | 29 | 3 | 1 | 3 | 7 | 4 | 1 | 6 | | | | | 4 | | 2 |
| MATH 1 | 33 | 3 | 2 | 1 | 7 | 3 | 4 | 3 | 2 | | | | 8 | | 3 |
| MATH 1C | 24 | 6 | 3 | 3 | 2 | 4 | 2 | 1 | | | | | 3 | | 1 |
| | **86 TOTAL** | | | | | | | | | | | | | | **6 Provisionals w/NP grade** |

* Grade Sheet for Section 4 (20 students) was not available at this time

** 1 TSP provisional student

Note: Total FSP count includes 2 FSP students enrolled in TSP courses

* FIGURE OBTAINED FROM THE FSP/TSP ADMINISTRATIVE COORDINATOR.

FIGURE 4

## TRANSFER SUMMER PROGRAM

**TOTAL # ENROLLED IN TSP: 81**
**TOTAL # PROVISIONALS W/NP GRADE: 3**

| | # enrolled | A | A– | B+ | B | B– | C+ | C | C– | D+ | D | D– | F/NP | Inc | Provisionals with NP grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *ENG 110W | 83 | 10 | 9 | 9 | 18 | 14 | 15 | 3 | 1 | | 1 | | 3 | | 2 |
| | 83 TOTAL | | | | | | | | | | | | | | 2 Provisionals w/NP grade |
| PS 147 | 32 | 3 | 1 | 3 | 9 | 4 | 3 | 6 | 1 | | 1 | | | 1 | |
| **PHYS 10 | 12 | | | 1 | 3 | 1 | 1 | 4 | 1 | 1 | | | 3 | | |
| ***BIO 2 | 19 | 3 | | 2 | 3 | 1 | 1 | 4 | 2 | | | | 3 | | |
| ENG 85 | 23 | 1 | 2 | 3 | 5 | 3 | 2 | 3 | | 1 | | | 1 | 2 | 1 |
| | 86 TOTAL | | | | | | | | | | | | | | 1 Provisional w/ NP grade |

* 3 FSP students
** 6 FSP students
*** 1 FSP student

Note: Total TSP count includes 1 TSP student enrolled in Math A
* FIGURE OBTAINED FROM THE FSP/TSP ADMINISTRATIVE COORDINATOR.

## FIGURE 5
## EVALUATION OF FSP/TSP - 1988
## PHASE I: PROGRAMMATIC REVIEW

| Program Component | Evaluation Question | Instrumentation | Sample Method | Date of Administration | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | August | | | | | September | | | |
| | | | Week | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| FILMS & FORUMS | To what degree has student interest in social, cultural, and political issues increased, and if so, has this led to an increase in inquiry? | Films & Forums Student Interest Questionnaire | All students<br>Mail Questionnaire | | | | | | | 9/8 | | |
| | To what extent has each of the Films & Forums sessions successfully met and achieved its objectives? | Films & Forums Program Evaluation Form(*) | All students<br>Questionnaire<br>Each Session | | 8/10 | 8/17 | 8/24 | 8/31 | 9/1 | 9/7 | | |
| | | Observation Protocol | Each Session<br>Field Notes | | 8/10 | 8/17 | 8/24 | 8/31 | 9/1 | 9/7 | | |
| | | ~~Sign-in Sheets~~ | Each session | | 8/10 | 8/17 | 8/24 | 8/31 | 9/1 | 9/7 | | |
| COUNSELING: PROFESSIONAL, PEER, AND RA | To what extent has the counseling services made an impact on student adjustment to college life, in particular and UCLA specifically? | Counseling Evaluation Questionnaire | All students<br>Mail Questionnaire | | | | | | | 9/6 | | |
| | Does the counseling services use the "TEAM APPROACH" and has it been successful in appropriately dealing with student problems? | ~~Student Referral Form~~ | All students (to be completed by either the TA or Instructor) | | 8/8 | ------ | ------ | ------ | 9/9 | | | |
| | To what degree has each of the Counseling Workshops met and and achieved its objectives? | Observation Protocol | One session on each theme (Field Notes) | | 8/8 | 8/11 | 8/16 | 8/23 | 9/6 | | | |
| | | ~~Sign-in Sheets or Contact Sheets~~ | All sessions | | 8/6 | ------ | ------ | ------ | ------ | 9/16 | | |
| OVERALL PROGRAM GOALS AND OBJECTIVES OF FSP/TSP ** | To what degree do students believe that the FSP/TSP has accomplish its goals and objectives? | Student Program Evaluation Questionnaire | All Students<br>Mail Questionnaire | | | | | | 9/6 | | | |
| | To what extent are students aware of UCLA resources? | (included in above) | (included in above) | | | | | | | | | |

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Lines through items indicate that they did not take place

**Part of Phase II

FIGURE 5, CONT.

EVALUATION OF FSP/TSP - 1988
PHASE I: PROGRAMMATIC REVIEW

| Program Component | Evaluation Question | Instrumentation | Sample Method | Date of Administration | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | August | | | | | September | | | |
| | | | Week | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| ACADEMIC AREAS | To what extent do students feel that their courses, professors, TA's and tutors are fulfilling their academic expectations and needs? | FSP/TSP Academic Evaluation<br>(English)<br>(General Education)<br>(Mathematics) | All students In-class Questionnaire | | | | | | 9/6----9/16 | | | |
| | | ~~Sign-in Sheets~~ | All sessions: lecture, tutor, & TA | 8/8 ------------------------------ 9/16 | | | | | | | | |
| | To what extent do students believe that the Math PDP program helps them succeed academically? | ~~Interview Protocol and Questionnaire~~ | 50% Sample Face-to-Face Interview | | | | | | 9/1 --9/9 | | | |
| | | | 50% Sample Mail Questionnaire | | | | | | | 9/9 - 9/16 | | |
| PEER COUNSELOR, PROFESSIONAL COUNSELOR, TA AND TUTOR TRAINING | To what extent do the counselors, TA's, and tutors believe feel that training was effective, given the roles that they fulfilled during FSP/TSP? | Peer Counselor Training Questionnaire | All PCs Mail Questionnaire | | | | | | | 9/8 | | |
| | | Professional Counselor Training Questionnaire | All Prof Counselors Mail Questionnaires | | | | | | | 9/8 | | |
| | | TA Training Questionnaire | All TAs Mail Questionnaire | | | | | | | 9/13 | | |
| | | Tutor Training Questionnaire | All Tutors Mail Questionnaire | | | | | | | 9/13 | | |
| ~~PARENTAL INVOLVEMENT~~ | To what extent do parents/others think that the information they received at the Spring Conference and Events they attended during FSP/TSP were useful? | Parent and Others Questionnaire | All parents/other as identified by the student Mail Questionnaire | | | | | | | | 9/22 | |
| ~~RESIDENTIAL VS. COMMUTER LIFE~~ | To what extent does the life of a dorm resident student differ from the life of commuter student, in terms of the number and kinds of activities attended? | 24 Hour Activity Journals | Sample of commuter and resident students Mail Protocol | | | 8/20 - 8/26 | | | | | | |

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Lines through items indicate that they did not take place

# CHAPTER II
# ACADEMIC AREAS

# EXECUTIVE SUMMARY
## ACADEMIC AREAS

Goals and Objectives. The goals and objectives of the Freshman Summer and Transfer Summer Programs (FSP/TSP), as stated in the Mission and Goals Section of the 1988 Summer Programs Handbook, are to increase the potential for the persistence, retention, and graduation of Summer Program students by introducing them to the academic demands of university life, to facilitate the development of critical thinking and academic skills, and to introduce learning skills and tutorial services to Summer Program students.

English Composition Summary. The results from the English Composition Academic Evaluation revealed that students tended to think that their course and assignments were well in line with their skill and ability levels. However, when asked whether or not their academic background prepared them for the work, a large percentage of students indicated that they were not properly prepared. Students attended class on a regular basis, but under utilized the tutorial services. Students' consistently gave the English Instructors higher ratings on both the Skill and Concern Scales than they gave the English Tutors. In particular, Black students gave the Tutors much lower ratings than any other ethnic group. Black students also reported the lowest increase in interest in the topic of English Composition or writing. While almost the entire population of Latino students indicated that they benefited from their English Composition course, this was not the case for any other ethnic group. In general, the academic goals of (1) increasing interest in writing and composition, (2) improving writing ability, and (3) improving critical thinking ability were all met. However, Black students recorded the lowest percent increase in all three areas (refer to pages 2.5-2.10).

English Composition Recommendations. (1) Academic Team should place greater concentration on student under-preparation in content area and in skill level; (2) The process of hiring Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills; (3) Assuming that Tutors are hired with stronger skills, the Academic Team should institute a mechanism for encouraging student use of tutorial services; (4) Academic Team should consider ways of increasing Black students' interest in English Composition; (5) More emphasis should be placed on teaching critical thinking and strengthening writing ability (refer to page 2.23).

General Education Summary. The results from the General Education Academic Evaluation revealed that a large percentage of students did not think that their General Education course or assignments were fully in line with their skill and/or ability levels. In addition, a large percentage of students noted that it was difficult for them to keep up with the workpace and load of the course. Similar to what was found in the English Composition Academic Evaluation, students attended class on a regular basis, but under-utilized the tutorial services. The under-utilization of tutorial services may be related to the fact that students gave their General Education Tutors lower ratings on both the Skill and Concern Scales than they gave their Instructors or TAs. While members of the Academic Team generally received "Moderate" ratings on both scales, they received lower ratings on the Skill Scale than they did on the Concern Scale. Latinos were the most satisfied with the Academic Team, while Asian students were the least satisfied. In general, the academic goals of increasing interest in the subject matter and improving critical thinking ability were met. The academic goal of increasing content mastery was not met. Asian students indicated that they benefited the least from their General Education course, while Latinos indicated that they benefited the most (refer to pages 2.10-2.16).

General Education Recommendations. (1) Academic Team should place greater concentration on student under-preparation in content area and in skill level; (2) The process of hiring Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills; (3) Assuming that Tutors are hired with stronger skills, the Academic Team should institute a mechanism for encouraging student use of tutorial services; (4) The Academic Team should consider ways of to address the academic needs of Asian students; (5) More emphasis should be placed on classroom assessment, e.g., how well students are mastering the General Education content (refer to page 2.23).

Mathematics Summary. The results from the Mathematics Academic Evaluation indicate that students tended to think that their course and assignments were well in line with their skill and ability levels. In addition, students also indicated that their academic background prepared them to handle a university mathematics course. While students gave the Mathematics Professional Development Workshops mixed reviews, they generally indicated that their understanding of mathematics improved as a result of the group workshops. Mathematics students utilized tutorial services to a greater extent, spent more hours a week studying, and attended class on a more regular basis, than students taking either General Education or English Composition courses. Students' consistently gave the Mathematics Instructor and TA/Section Tutors higher ratings on both the Skill and Concern Scales, than they gave their Residence Hall/Individual Tutors. Black students gave the Tutors much lower ratings than any other ethnic group. The academic goals of mastering the course material and increasing interest in the subject matter were not fully met. Latino student indicated the most difficulty mastering the course materials, while a large percentage of Black students did not experience an increase in interest in the area a mathematics. In general, the academic goal of improving critical thinking ability was met (refer to pages 2.16-2.22).

Mathematics Recommendations. (1) Academic Team should place greater concentration on student under-preparation in content area and in skill level; (2) The process of hiring Residence Hall Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills; (3) Academic Team should consider ways of increasing interest in Mathematics among students, especially Black students; (4) More emphasis should be placed on classroom assessment, e.g., how well students are mastering the Mathematics content (refer to page 2.23).

# ACADEMIC AREAS

## INTRODUCTION

The goals and objectives of the Freshman Summer and Transfer Summer Programs (FSP/TSP), as stated in the Mission and Goals Section of the 1988 Summer Programs Handbook, are to increase the potential for the persistence, retention, and graduation of Summer Program students by introducing them to the academic demands of university life, to facilitate the development of critical thinking and academic skills, and to introduce learning skills and tutorial services to Summer Program students.

The academic portion of the 1988 Summer Programs was divided so that all students took either the English/General Education curriculum (Verbal) or the Mathematics curriculum (Quantitative). Students were counseled into either the verbal or quantitative area based on the results from their systemwide Subject A English Placement Exam and/or their Mathematics Diagnostic Test, their interest in a particular content area, and their intended major. Students in the verbal intensive were placed in English courses based on their Subject A test score. In addition to an English course, students took a general education content course, designed to accompany their English course. It should be noted that one set of English and General Education courses were available to Freshman, while another curriculum was available for Transfer students, since many TSP students may have completed an English 1 equivalent.

Students in the Mathematics curriculum were placed in a Mathematics course based on their score on the Mathematics Department Diagnostic Examination. All Mathematics courses were accompanied by Professional Development Program (PDP) Workshops. The PDP Workshops were designed to increase students' understanding and competency in mathematics, to develop effective study skills, to develop students' problem solving skills, and to encourage students to work together in groups.

All FSP/TSP courses were designed around a team approach, where each course had an academic team that provided the students with a comprehensive learning experience. The actual composition of the academic team varied according to the design of the course (e.g., some courses had one Tutor and one Teaching Assistant (TA), others only had Tutors, while others had two Tutors and one TA). A listing of the courses offered during the 1988 Summer Programs are listed in Appendix I.

## METHODOLOGY

Each FSP/TSP course was evaluated using an **Academic Evaluation** designed to assess student reactions to all aspects of the course. **Attendance** was also to be taken in each course to assess the extent to which classroom attendance has an impact on student performance. A separate **Mathematics Professional Development Questionnaire** was also developed to assess the extent to which the Mathematics PDP Workshops developed students' critical thinking and problem solving skills.

### Course Attendance

To assess the extent to which attendance had an impact on student performance, the evaluator requested that student attendance at each lecture and/or course section meeting be somehow noted. The evaluator prepared weekly course rosters so that students could easily indicate their presence by initialing their name, without disturbing class. Unfortunately, course attendance was uneven in some courses and non-existent in others. Several possible reasons for the sporadic nature of attendance taking include the fact that this is not a common practice in UCLA classrooms, that the results were to be used for evaluation purposes only, and that instructors may have been opposed to attendance taking because the students could have misunderstood its intent.

## Academic Course Evaluations

Each FSP/TSP course was evaluated using an Academic Evaluation designed to assess the extent to which students thought that their course, instructor, tutor, and/or TA fulfilled their academic expectations and needs. Separate questionnaires were developed for each course area: English Composition, General Education, and Mathematics (see Appendix II for copies of the questionnaires, with accompanying student responses in the form of means, percentages, and counts). Each questionnaire was divided into a section on the course itself, and on each component of the Academic Team.

The academic questionnaires were constructed as a series of 5-point likert items. Within each section on the Academic Team, students were asked a series of questions about the team members' ability to meet student needs, classroom activities and practices, and student/class relations. From the items, the evaluator then created two subscales, renaming these subscales to reflect their content more accurately. For each Academic Evaluation, and for each Academic Team member, a **Concern Scale** and **Skill Scale** was created. The label "Concern" was given to the first scale because it reflects a comprehensive measure of how well the Academic Team demonstrated their consideration of student and class needs. The label of "Skill" was given to the second scale because it reflects a comprehensive measure of how well the Academic Team carried out the responsibilitites of instruction within the content area and evaluation of student performance and ability. **The Internal Consistency Alphas ranged from .74 to .95 (see Figure 1 for a complete list of the alpha levels) and are believed to be very reasonable.** The major advantage of using composite measures of variables (scales) as opposed to measurements based on one data item is that scales increase the validity of the measure.

Several educators assisted with the pilot review and evaluation of the three academic survey instruments. Appendix I provides a list of some campus educators included in the review process. The Academic Team was given the opportunity to administer the Academic Evaluations anytime after the 5th week of instruction. The team was asked to administer the questionnaires according to the Office of Instructional Development, Evaluation of Instruction Program Guidelines (see Teaching Evaluation Handbook, 1986, pp. 6-7).

## Mathematics Professional Development Questionnaire (PDP)

In addition to the Mathematics Academic Evaluation questionnaire, a separate face-to-face interview protocol was developed to assess the extent to which understanding and competency of the mathematics course materials increased as a result of participation in the PDP Workshops. The protocol also addressed the extent to which the PDP study groups improved understanding of the course materials, and the extent to which the Workshops developed critical thinking and problem-solving skills.

A list of all students participating in the PDP Workshops was obtained from Academic Advancement Program (AAP) staff, and a random selection (approximately 50%) of all identified PDP students were sampled. Students selected to participate in the PDP interviews were hand-delivered a letter, by their tutor, instructing them to contact the evaluator to set up an interview appointment time and place. This method of distribution was chosen because there was no way to contact the students by telephone (students living in the Residence Halls did not have telephones in their rooms). The evaluator attempted this method of recruitment on two occasions. Unfortunately, of the 92 students selected, only 8 students completed a PDP interview, indicating a response rate of 9%. The number of completed interviews is too low to warrant analysis of the results. (Strategies for improving response rates are discussed in Appendix III.)

## FIGURE 1
## ACADEMIC COURSE EVALUATIONS
## INTERNAL CONSISTENCY ALPHA VALUES

| Course Area | Academic Team Section | % of Questions Used in the Scales* | Internal Consistency Alpha Values Skill | Internal Consistency Alpha Values Concern |
|---|---|---|---|---|
| *ENGLISH COMPOSITION* | | | | |
| | Instructor(a) | 93% | .88 | .80 |
| | Tutor(b) | 50% | .85 | .89 |
| *GENERAL EDUCATION* | | | | |
| | Instructor(c) | 93% | .90 | .88 |
| | Teaching Assistant(d) | 100% | .91 | .74 |
| | Tutor(e) | 75% | .95 | .92 |
| *MATHEMATICS* | | | | |
| | Instructor(f) | 92% | .81 | .74 |
| | Teaching Assistant/Section Tutor(g) | 100% | .87 | .78 |
| | Residence Hall/Individual Tutor(h) | 77% | .93 | .90 |

**This value represents the percentage of questions from each section of the questionnaires that were used to construct the scales.*

*(a) The English Composition Instructor Skill Scale was created from the following items: B6, B8, B9, B10, B11, B12, B13. The English Composition Instructor Concern Scale was created from the following items: B1, B2, B3, B4, B5, B14, B15.*

*(b) The English Composition Tutor Skill Scale was created from the following items: C6, C10, C13. The English Composition Tutor Concern Scale was created from the following items: C3, C4, C7, C9, C11, C12.*

*(c) The General Education Instructor Skill Scale was created from the following items: B4, B8, B9, B10, B11, B12, B13, B14. The General Education Instructor Concern Scale was created from the following items: B1, B2, B3, B5, B6.*

*(d) The General Education TA Skill Scale was created from the following items: C2, C3, C4, C6, C7, C8, C10, C11, C12. The General Education TA Concern Scale was created from the following items: C1, C5, C9.*

*(e) The General Education Tutor Skill Scale was created from the following items: D4, D5, D6, D8, D9, D10, D13, D15, D19. The General Education Tutor Concern Scale was created from the following items: D3, D7, D11, D14, D16, D17.*

*(f) The Mathematics Instructor Skill Scale was created from the following items: B4, B8, B9, B10, B11, B12, B13. The Mathematics Instructor Concern Scale was created from the following items: B1, B2, B3, B5, B6.*

*(g) The Mathematics TA/Section Tutor Skill Scale was created from the following items: C2, C3, C5, C6, C7, C9, C10, C11. The Mathematics TA/Section Tutor Concern Scale was created from the following items: C1, C4, C8.*

*(h) The Mathematics Residence Hall/Individual Tutor Skill Scale was created from the following items: D5, D6, D10, D12, D16, D17. The Mathematics Residence Hall/Individual Tutor Concern Scale was created from the following items: D3, D4, D7, D8, D11, D13, D14, D15.*

## RETURN RATES

Figure 2 presents the number of students who were enrolled in each of the academic course areas and the number of students who returned completed Academic Evaluation questionnaires. **The return rates across all three questionnaires range from 80% to 86%. These VERY HIGH return rates make it possible to generalize these results to the entire population of FSP/TSP students.**

FIGURE 2
ACADEMIC COURSE EVALUATIONS
RETURN RATES

| Course Area | Size of Population* | Number Returned | Return Rate (%) |
|---|---|---|---|
| *ENGLISH COMPOSITION* | 607 | 524 | 86% |
| *GENERAL EDUCATION* | 554 | 462 | 83% |
| *MATHEMATICS* | 86 | 69 | 80% |

**The Size of Population was confirmed by the AAP Director*

# FINDINGS

## ENGLISH COMPOSITION

Goals and Objectives. The goals and objectives of the English Composition courses, as provided by the 1988 English Curriculum Coordinator, were to help students gain confidence and ability in reading and writing analytically. This included teaching students to take responsibility for selecting, arranging, and defining the significance of information for the writers' audience. The English Composition courses were also designed to provide students with the opportunity to experience collaborative learning in peer writing groups and in study groups, and to teach students how to make such groups work for them.

Course Expectations and Difficulty. The English Composition Academic Evaluation was divided into three sections: Course, Instructor, and Tutor. **When students were asked what grade they expected to receive in their English Composition course, approximately 18% indicated it would be an "A", 59% indicated a "B", 22% a "C", and less than one percent indicated that they would not pass the course** (see Appendix II, English Composition Academic Evaluation, question #A12). Grade expectations followed suit with a series of questions that addressed the difficulty level of the course and its assignments. When students were asked to indicate the overall difficulty of the course (question #A1) a majority, **72%, indicated that the course was "Somewhat Difficult", while 22% indicated that the course was "Not at All Difficult."** A similar pattern was found in the responses to question #A5 (the extent to which the writing and reading assignments were difficult). **Here, 88% of the students indicated that the assignments were "Just Right," 2% indicated that they were "Too Easy" and 10% indicated that they were "Too Hard."** When students were asked the extent to which the writing and reading assignments were intimidating (question #A4), **a majority indicated that the assignments were either "Somewhat Intimidating" (50%) or "Not at All Intimidating" (44%).** These findings point to the fact that the English Composition courses and the assignments given were in line with students' skill and ability level.

Students' were also asked the extent to which they thought their academic background prepared them to handle the writing assignments (question #A6). Again, **a majority of the students indicated that their background either "Fully Prepared" them to handle the assignments (38%) or "Somewhat "Prepared" them to handle the assignments (48%). But, almost 14% of the English Composition students indicated that their academic background had "Not Prepared" them to handle the writing assignments.** This finding tends to indicate a large percentage of students did not have the necessary English Composition skills to fully prepare them to take even an introductory level course.

Student Time Information. Another set of questions asked about students' course attendance patterns (question #A10), the utilization of tutorial services (question #C15), and the amount of time they spent completing assignments (question #A11). **Ninety-nine percent (99%) of the students indicated that they attended class at least seventy-five percent of the time** (83% indicated that they attended class "One-Hundred Percent of the Time" and 16% indicated that they attended class "Seventy-Five Percent of the Time"). When asked how often they attended a tutorial session, only 15% indicated that they attended "Three or More Tutorial Sessions," 33% indicated that they attended "Two Tutorial Sessions," 47% indicated that they attended "One Tutorial Session," and 5% indicated that they had "Never" attended a tutorial session. **The fact that over 50% attended one or no tutorial sessions over the course of the entire program, indicates that these students may not have considered this service to be either important or worthwhile.** Students were also asked to indicate the average numbers of hours a week they spent completing their writing assignments. Here, the responses were varied, with 23% **indicating that they worked on their writing assignments "1 to 5 Hours a Week," 44% indicating that they worked on their writing assignments "6 to 10 Hours a Week," 30% worked "11 to 15**

**Hours a Week," and 8% worked "16 or More Hours a Week."** The variation in responses was expected, given the heterogeneity of this group of students.

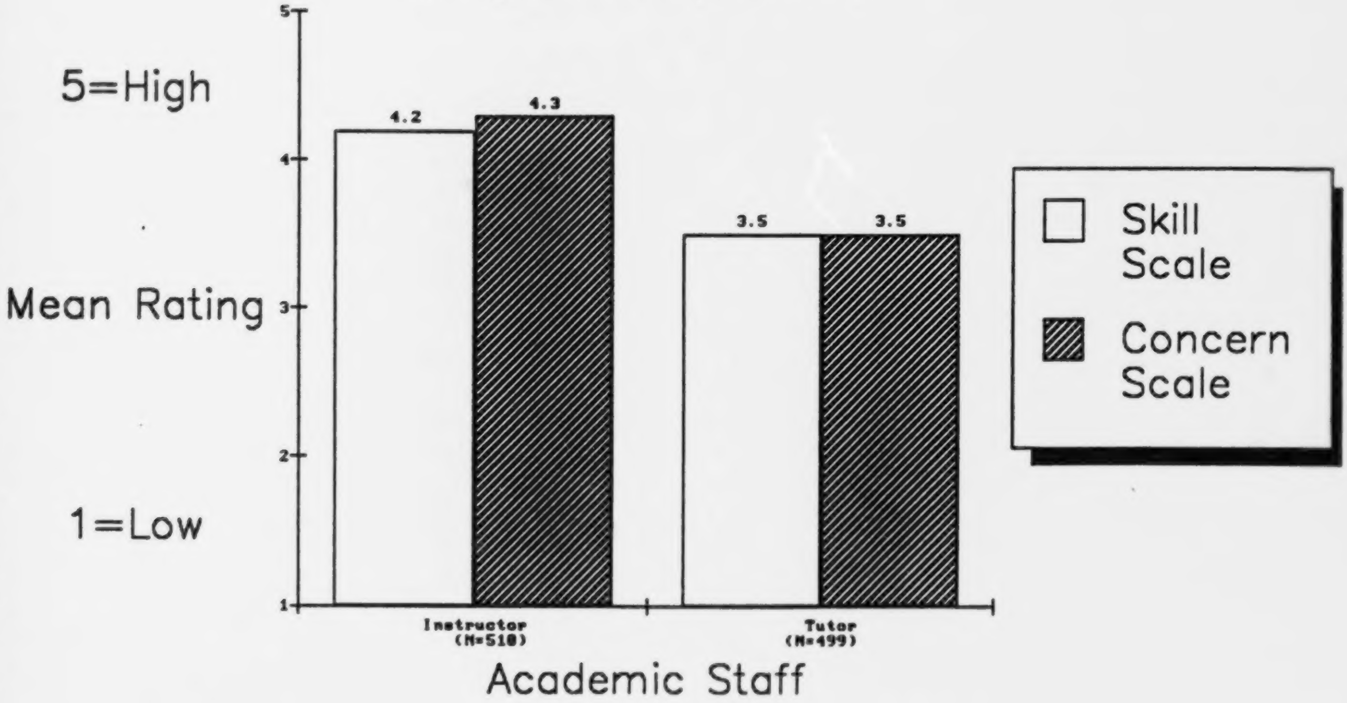
Ratings of the Academic Team. Within the English Composition Academic Evaluation, students were asked a series of questions about their Instructor and Tutor. From these questions, two subscales were created. The **Concern Scale** measures the level of concern members of the Academic Team have for their course and its students, and the **Skill Scale** measures the level of academic skill demonstrated by each member of the Academic Team. Both scales range from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 3 presents the students' ratings of the Skill and Concern levels of the English Composition Academic Team. **Students' rated their English Composition Instructors much higher on both the Skill and Concern Scale than they did their English Composition Tutors.** In fact, Instructors received a rating of approximately "4.2" (Moderately High), while Tutors received a rating of approximately "3.5" (Moderate). **While both the Instructors and Tutors received comparable ratings on the Skill and Concern Scales indicating that students perceived team members to be equal in both areas, Instructors still received much higher ratings than did the tutors.**

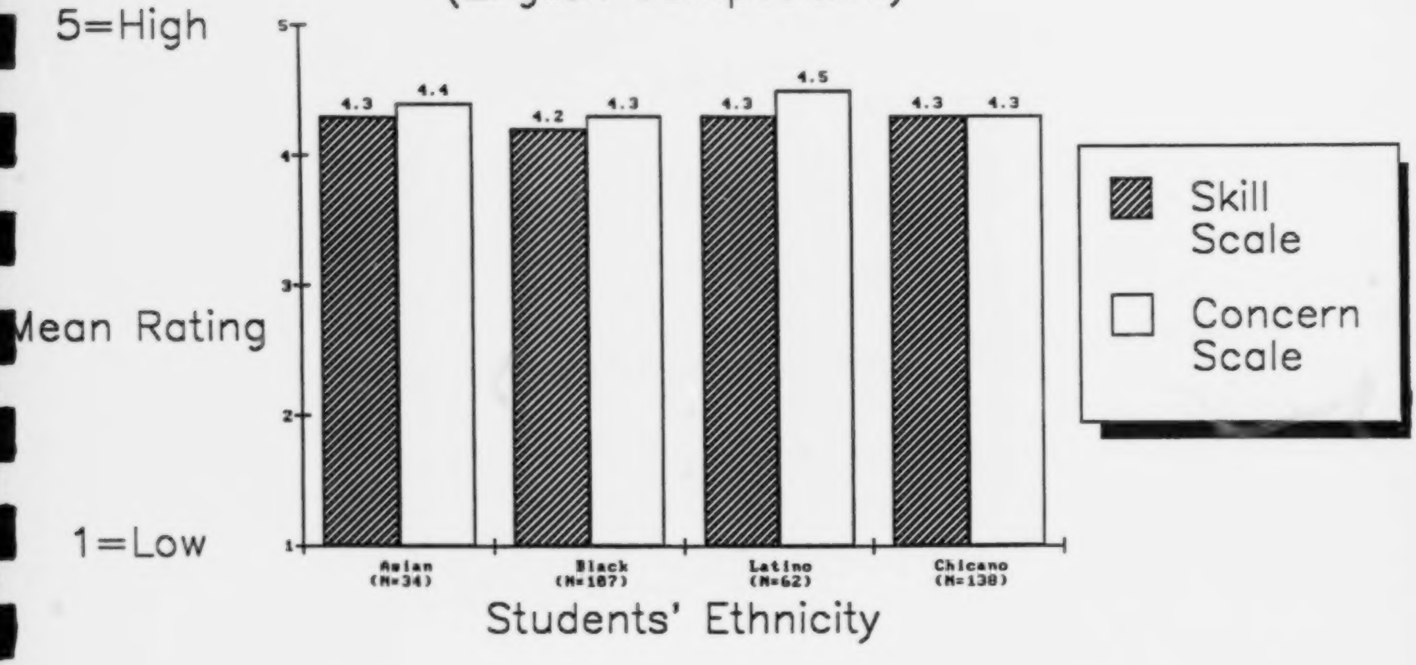
Figures 4A and 4B present the Skill and Concern levels of the Academic Team, as indicated by students' according to their ethnicity. Ethnic identification information was obtained by matching the UCLA Student Identification Numbers from the questionnaire with demographic information obtained from AAP staff. Because not all students recorded their UCLA ID Numbers on the evaluation form, the responses presented in Figures 4A and 4B do not represent the total population of students completing the questionnaires. Only those ethnic groups with at least 30 respondents were included in the Figures. Figure 4A presents the students' ratings of the Skill and Concern Levels of the English Instructors by ethnicity. **Clearly, there is very little difference between ethnic groups on the ratings given to the instructors.** Students rated the Instructors' Skill and Concern levels at approximately "4.3" (Moderately High), indicating that all groups thought that the Instructors demonstrated both a high level of academic skill and a high level of concern for the class. Figure 4B presents the students' ratings of the Skill and Concern levels of the English Tutors. Here, the findings are very different. Asian, Latino, and Chicano students gave the tutors similar ratings on both the Skill and Concern scales (3.8 - Moderate). **Black students, however, rated the Tutors much LOWER on both the Skill and Concern Scales, than any other ethnic group.** The rating given by Black students averaged only "3.2" (Moderate). This finding indicates that Black students did not think that the English Tutors had enough skill to give them the needed academic help. This finding also indicates that Black students did not consider the Tutors to be very concerned about their welfare.

Summer Programs' Academic Goals and Objectives. Students' were also asked the extent to which three of the goals and objectives of the FSP/TSP Academic Program were met: the extent to which students' interest in writing composition increased (question #A3), the extent to which their ability to write improved (question #A7), and the extent to which their ability to think critically improved (question #A8). These results are presented in Figures 5 through 7. Figure 5 presents change in students' interest in composition and writing. **Sixty-five percent (65%) of the total population (N=521) indicated that their interest in writing and composition "Increased" as a result of the course, 33% indicated that their interest "Stayed the Same," and only 2% indicated that their interest in writing and composition "Decreased."** When controlling for ethnicity, Asians recorded the largest increase in interest (71%), followed by Chicanos (69%), and then Latinos (66%). **Only 56% of the Black students indicated that their interest in writing and composition "Increased" as a result of the course. Clearly, the English Composition courses did not spark the same interest for Black students as they did for the rest of the population.**

FIGURE 3
Students' Ratings of Skill and Concern
Levels of the Academic Team
(English Composition)



## FIGURE 4A
Students' Ratings of Skill and Concern Levels of Instructors by Ethnicity (English Composition)



## FIGURE 4B
Students' Ratings of Skill and Concern Levels of Tutors by Ethnicity (English Composition)

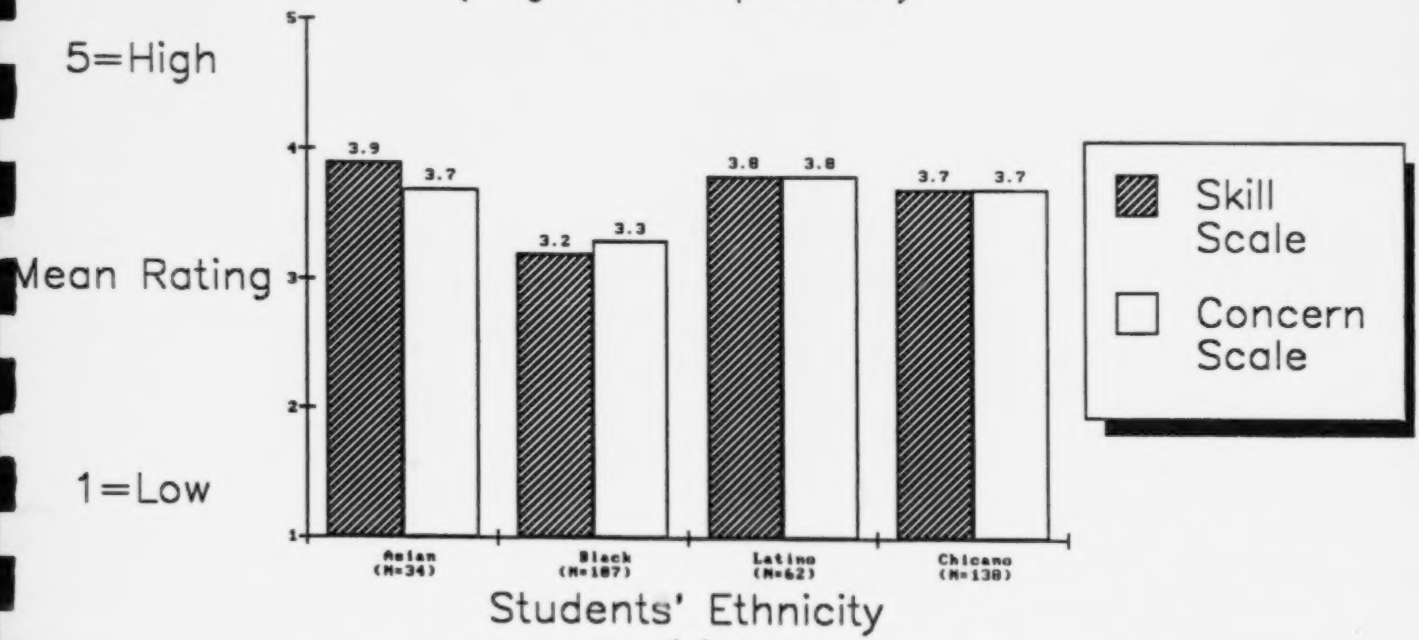


FIGURE 5
Change in Students' Interest in Composition and Writing by Ethnicity
(English Composition)

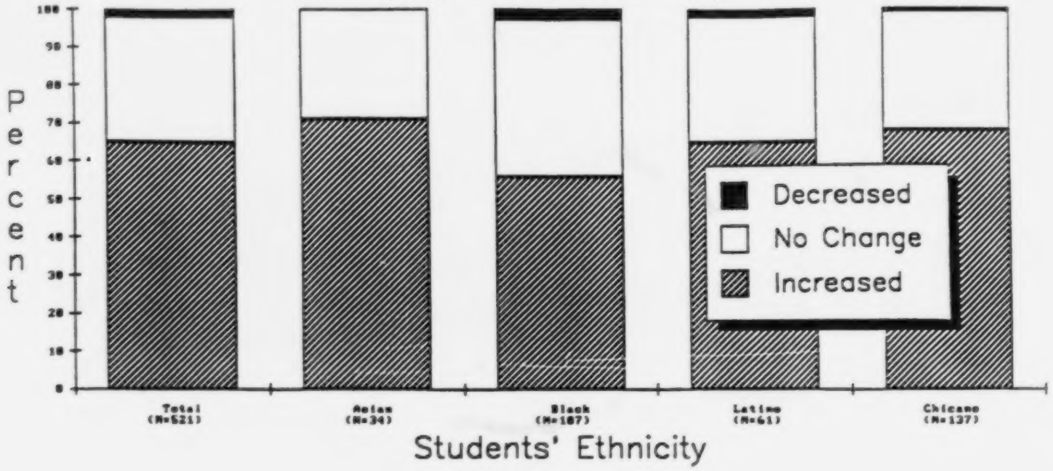


FIGURE 6
Change in Students' Ability to Write by Ethnicity
(English Composition)

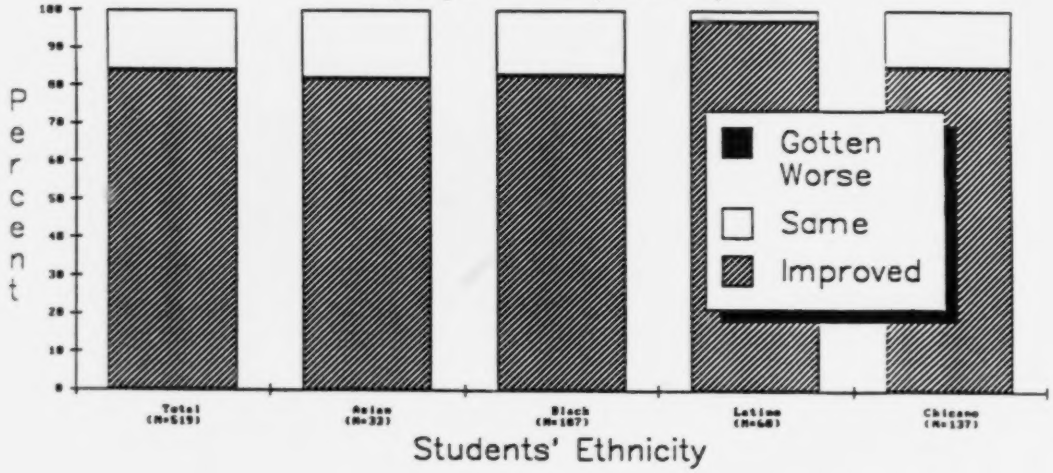
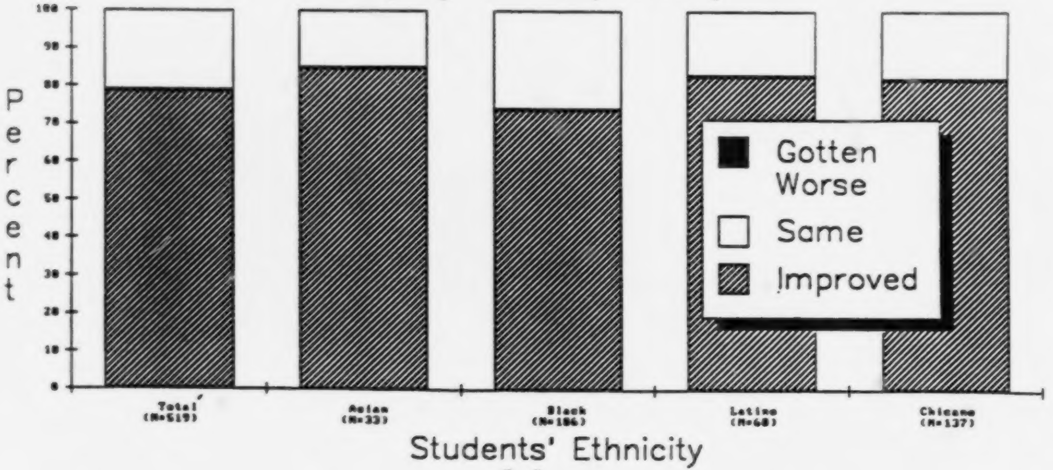


FIGURE 7
Change in Students' Ability to Think Critically by Ethnicity
(English Composition)



The students were also asked to indicate the extent to which their English Composition course improved their ability to write. These results are presented in Figure 6. Approximately **84% of the total population (N=519) indicated that their ability to write "Increased," while only 16% indicated that their ability to write "Stayed the Same."** While Asian, Black, and Chicano students responded in a similar way to that of the total population, **almost the entire population of Latino students (97%) indicated that their ability to write "Improved" as a result of the course.** This finding indicates that Latino students thought that they benefited from the English Composition courses more than any other group of students.

Students' were also asked the extent to which the English Composition course improved their ability to think critically (see Figure 7). **For the total population of students (N=519), 79% indicated that their ability to think critically "Increased" as a result of the course and only 21% indicated that their ability to think critically "Stayed the Same." No students indicated that their ability to think critically "Decreased" as a result of the course.** Response patterns of Latino and Chicano students were similar to that of the total population. **A lower percentage of Black students, however, indicated that their ability to think critically improved as a result of the English Composition course (74%), while a higher percentage of Asians indicated that their ability to think critically improved as a result of the English Composition course (85%).** These findings reinforce the fact that improvement in critical thinking and writing ability varies across ethnic groups.

Conclusions. *In summary, the results from the English Composition Academic Evaluation revealed some very interesting findings. Students tended to think that their course and assignments were well in line with their skill and ability levels. However, when asked whether or not their academic background prepared them for the work, a large percentage of students indicated that they were not properly prepared. Students attended class on a regular basis, but under utilized the tutorial services. Students' consistently gave the English Instructors higher ratings on both the Skill and Concern Scales than they gave the English Tutors. In particular, Black students gave the Tutors much lower ratings than any other ethnic group. Black students also reported the lowest increase in interest in the topic of English Composition or writing. While almost the entire population of Latino students indicated that they benefited from their English Composition course, this was not the case for any other ethnic group. In general, the academic goals of (1) increasing interest in writing and composition, (2) improving writing ability, and (3) improving critical thinking ability were all met. However, Black students recorded the lowest percent increase in all three areas.*

## GENERAL EDUCATION

Goals and Objectives. The goals and objectives of the General Education (GE) curriculum, as stated in the 1987-1988 General Education Handbook, were to introduce students to different academic disciplines and to broaden their intellectual perspective. More specifically to FSP/TSP, the GE curriculum was designed to develop students' reading, writing, and critical thinking skills, within the context of an academic field.

Course Expectations and Difficulty. The General Education Academic Evaluation was divided into four sections: Course, Instructor, Teaching Assistant (TA), and Tutor. **When students were asked what grade they expected to receive in their General Education course, approximately 16% indicated it would be an "A", 51% indicated a "B", 32% a "C", and less than two percent indicated that they would not pass the course** (see Appendix II, General Education Academic Evaluation, question #A11). The grade distribution is somewhat different than what was found in the English Composition Academic Evaluation, were only 22% percent of the students excepted to receive a "C" in the course.

Grade expectations did, however, follow suite with a series of questions that addressed the difficulty level of the course and its assignments. When students were asked to indicate the overall difficulty of the course (question #A1), 14% indicated that the course was "Very Difficult," 78% indicated that the course was "Somewhat Difficult", and only 9% indicated that the course was "Not at All Difficult." A similar pattern was found in the responses to question #A7 (the extent to which the writing and reading assignments were difficult). Here, 80% of the students indicated that the assignments were "Just Right," 2% indicated that they were "Too Easy" and 18% indicated that they were "Too Hard." When students were asked the extent to which the writing and reading assignments were intimidating (question #A6), a majority indicated that the assignments were either "Somewhat Intimidating" (50%) or "Not at All Intimidating" (34%). But, 16% of the students indicated that the syllabus and reading assignments were "Very Intimidating." These findings point to the fact that, unlike the English Composition courses, the General Education courses and the assignments given were not fully in line with students' skill and/or ability levels.

Students were also asked about the workload and pace of the course (see question #2). While a majority of the students (57%) indicated that the workload/pace of the course was "About Right," a large number of students, 41%, indicated that the workpace/load was "Too Fast." In addition, students were also asked to indicate the extent to which their academic background prepared them to handle the pace of the courses (question #A8). Thirty-three percent (33%) of the students indicated that their academic background "Prepared" them to handle the course, 50% indicated that they were "Somewhat Prepared," and 17% indicated that their academic background "Did Not Prepare" them to handle the pace of the course. Clearly, a substantial percentage of the students not only indicated that they were unable to keep up with the workpace/load of their General Education courses, but were also academically underprepared to handle the pace of a university General Education course.

**Student Time Information**. Another set of questions asked about students' course attendance patterns (questions #A11), utilization of tutorial services (question #D21), and time spent studying (question #A12). Almost 100% of the students indicated that they attended class at least seventy-five percent of the time (92% indicated that they attended class "One-Hundred Percent of the Time" and 8% indicated that they attended class "Seventy-Five Percent of the Time"). When asked how many hours a week they spent in tutorial sessions, 90% indicated that they spent only "1 to 5 Hours a Week" (the least possible number of hours). Six percent (6%) of the students indicated that they attended tutorial sessions "6 to 10 Hours a Week," and 3% indicated they attended tutorial sessions "11 to 15 Hours a Week." While students attended class on a consistent basis, they seemed to place less emphasis on tutorial sessions. This finding is interesting, given the fact that a large percentage of students indicated that they were unable to keep up with the course.

Students were also asked to indicate the average numbers of hours a week they spent studying. Here, the responses were varied, with 16% indicating that they studied "1 to 5 Hours a Week," 33% indicating that they studied "6 to 10 Hours a Week," 31% studied "11 to 15 Hours a Week," and 20% studied "16 or More Hours a Week." On the whole, students tended to spend more hours per week studying for their General Education course, than they did for their English Composition course.

**Ratings of the Academic Team**. Within the General Education Academic Evaluation, students were asked a series of questions about their Instructor, TA, and Tutor. From these questions, two subscales were created. The Concern Scale measures the level of concern members of the Academic Team have for their course and its students, and the Skill Scale measures the level of academic skill demonstrated by each member of the Academic Team. Both scales range from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 8 presents the students' ratings of the Skill and Concern levels of the General Education Academic Team. Students' gave their General Education TAs slightly higher ratings on both the Skill and Concern Scales than they gave their General Education Instructors or Tutors. Higher ratings were, however, given to TAs and Instructors than were given to Tutors. While students gave the Academic Team higher ratings on the Concern Scale that they did on the Skill Scale, in general, these ratings were only "Moderate" (3.3 - 4.1). These findings indicate that students did not think that the GE Academic Team members, especially their Tutors, demonstrated a high level of academic Skill or Concern for the course and its students.

Figures 9A through 9C present the Skill and Concern ratings of the Academic Team, as indicated by students', according to their ethnicity. Ethnic identification information was obtained by matching the UCLA Student Identification Numbers from the questionnaire with demographic information obtained from AAP staff. Because not all students recorded their UCLA ID Numbers on the evaluation form, the responses presented in Figures 9A through 9C do not represent the total population of students completing the questionnaire. Only those ethnic groups with at least 20 respondents were included in the Figures. Figure 9A presents the students' ratings of the Skill and Concern Levels of the General Education Instructors by ethnicity. Clearly, there are very large differences between ethnic groups on the ratings given to the Instructors. Across all ethnicities, students rated the Instructors lower on the Skill Scale (3.4 - 4.0) than they did on the Concern Scale (3.7 - 4.4). Latino students gave the GE Instructors the highest ratings on both scales (Skill, 4.0; Concern, 4.4), while Asian students gave the Instructors the lowest ratings on both scales (Skill, 3.4; Concern, 3.7).

Figure 9B presents the students' ratings of GE TAs' Skill and Concern levels. These findings are very similar to ratings given to the Instructors. Across all ethnicities, students gave the TAs a higher rating on the Concern Scale (4.2 - 4.4), than they did on the Skill Scale (3.8 - 4.1). All student groups -- Asians, Blacks, Latinos, and Chicanos -- gave the TAs approximately similar ratings on both scales. Ratings of the Tutors can be found in Figure 9C. Within each ethnic group, students gave the Tutors comparable ratings on both the Skill and Concern Scales. Asian students gave the Tutors by far the lowest ratings (Skill, 3.0; Concern, 3.0), while Latino students gave the students the highest ratings (Skill, 3.6; Concern, 3.7). But, for all ethnic groups, Tutors received ratings lower than either the General Education Instructors or TAs. These findings indicate that across all groups, students thought that the General Education Academic Team had only "Moderate" academic Skills and Concern for the class. In addition, students gave all members of the Academic Team LOWER ratings on the Skill Scale than they did on the Concern scale. Across all student groups, tutors received much lower ratings than did either the Instructors or the TAs. Latino students were the most satisfied with the Academic Team, while Asian students were the least satisfied.

Summer Programs' Academic Goals and Objectives. Students' were also asked the extent to which three of the goals and objectives of the FSP/TSP Academic Program were met: the extent to which students' interest in the subject matter increased (question #A4), the extent to which they mastered the course material (question #A3), and the extent to which their ability to think critically improved (question #A9). These results are presented in Figures 10 through 12.

Figure 10 presents change in students' content mastery of the subject matter. Thirty-six percent (36%) of the total population (N=461) indicated that they mastered "All or Most of the Course Material," 59% indicated that they mastered "Some of the Course Material," and 5% indicated that they mastered "Almost None of the Course Material." Only 20% of the Asians indicated that they mastered "All or Most" of the material, while 55% of the Latinos indicated that they mastered "All of Most" or the material. Black and Chicano responses were similar, with approximately one-third indicating that they mastered "All or Most" of the materials, and almost two-thirds indicating that they mastered "Some" of the course materials.

The students were also asked the extent to which their interest in the subject matter changed as a result of taking the General Education course (see Figure 11). Seventy percent

FIGURE 8
Students' Rating of Skill and Concern
Levels of the Academic Team
(General Education)

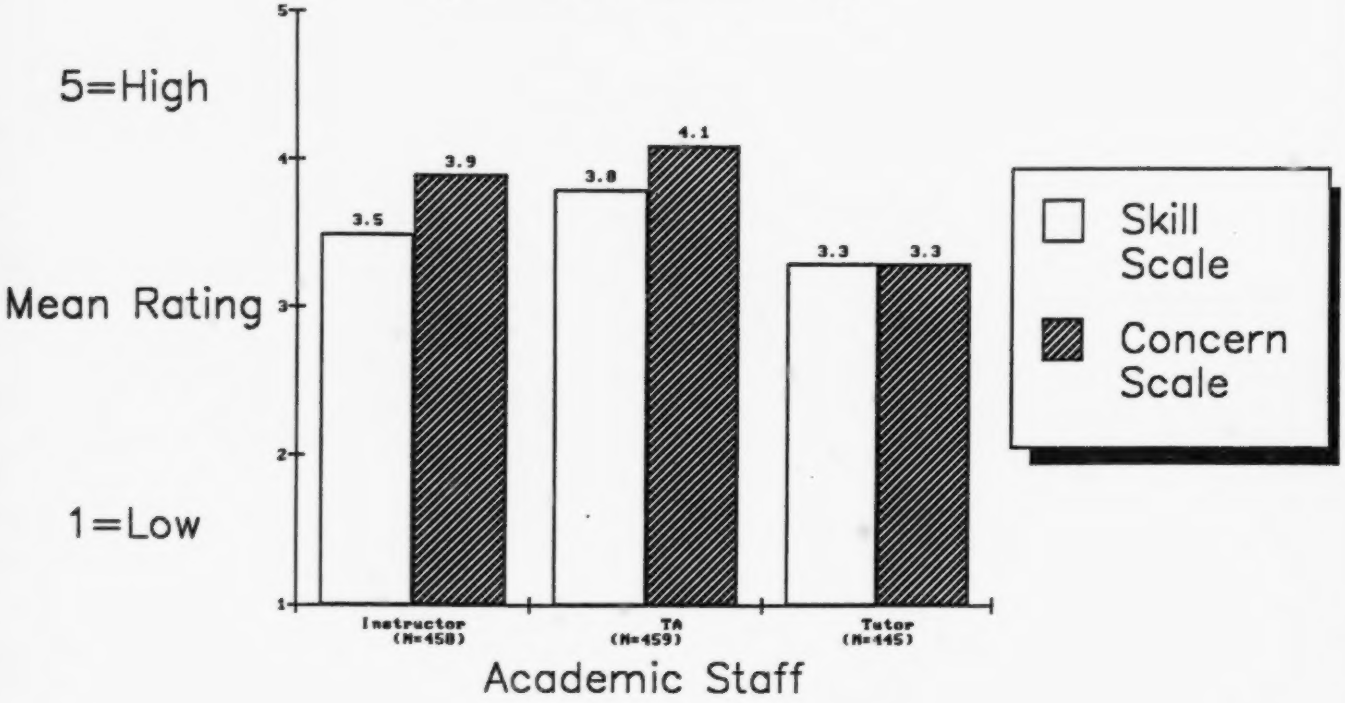


FIGURE 9A
Students' Ratings of Skill and Concern Levels of Instructors by Ethnicity (General Education)

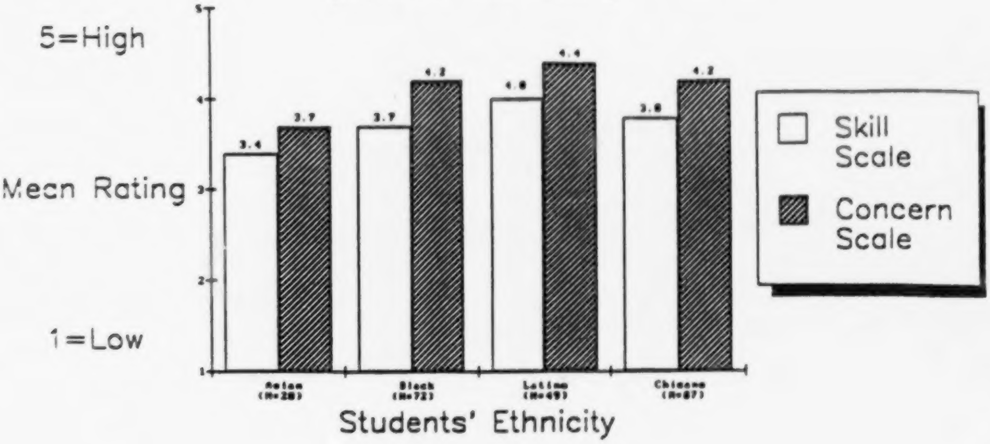


FIGURE 9B
Students' Ratings of Skill and Concern Levels of TAs by Ethnicity (General Education)

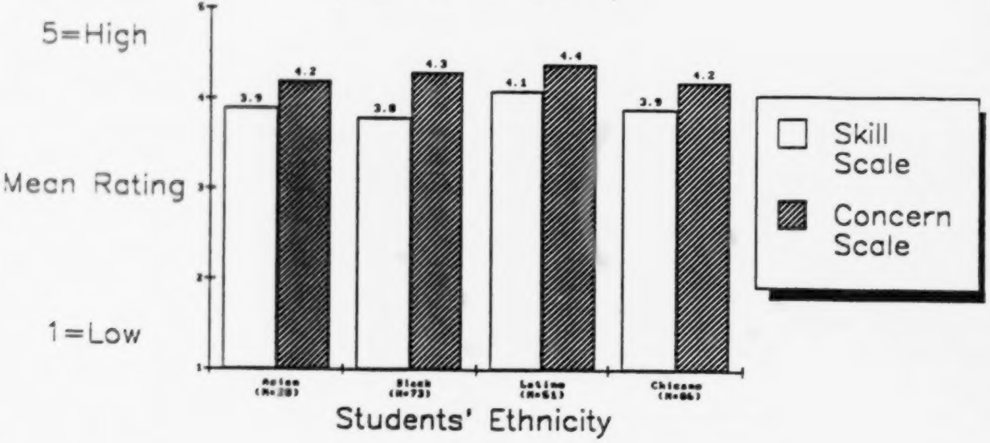


FIGURE 9C
Students' Ratings of Skill and Concern Levels of Tutors by Ethnicity (General Education)

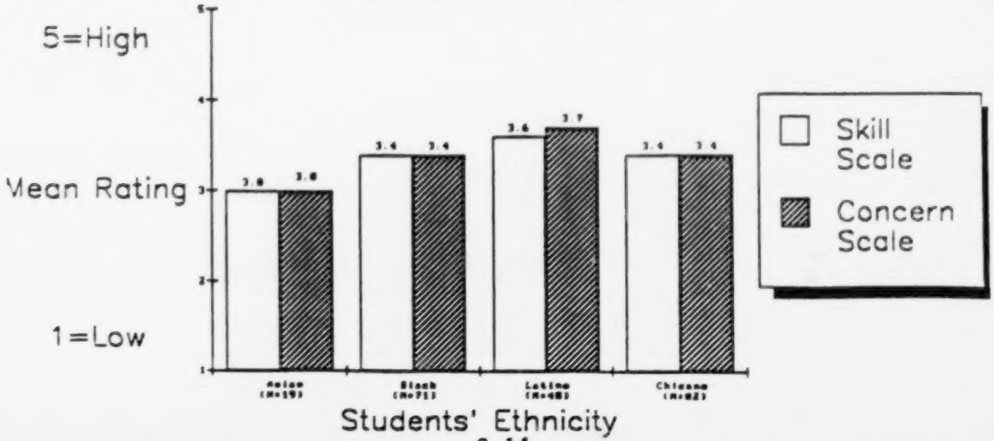


FIGURE 10
Level of Students' Content Mastery by Ethnicity
(General Education)

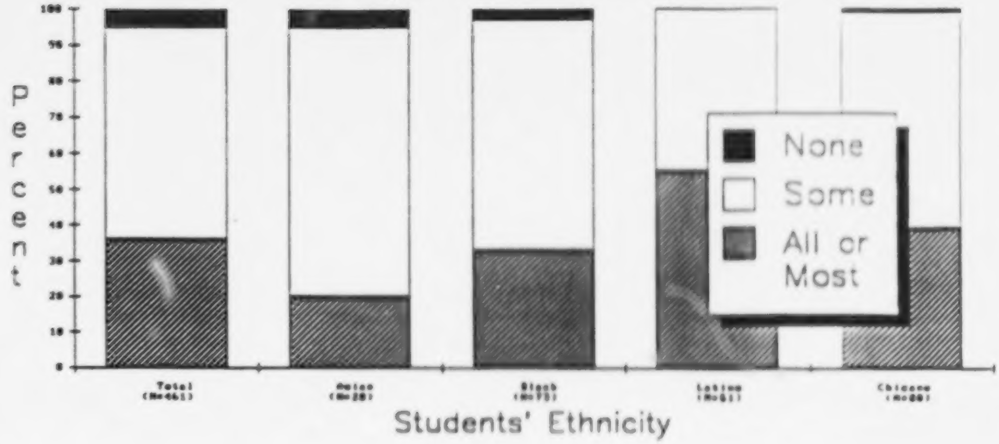


FIGURE 11
Change in Students' Interest in Subject Matter by Ethnicity
(General Education)

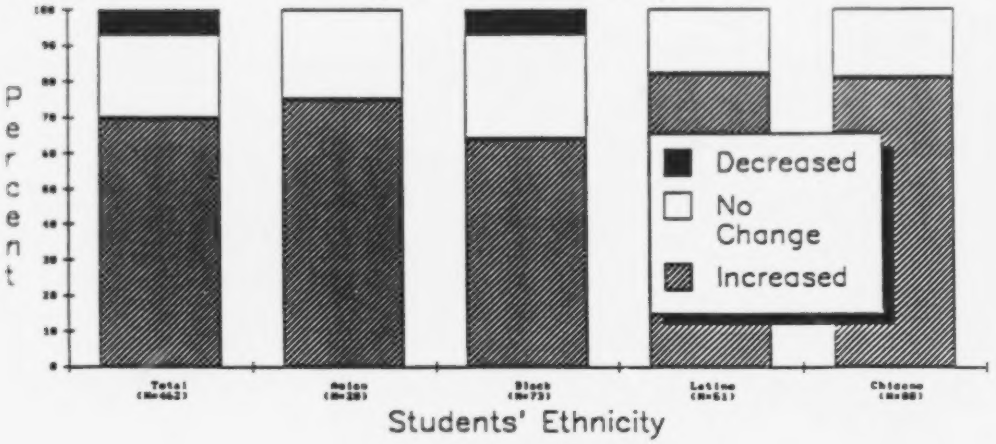
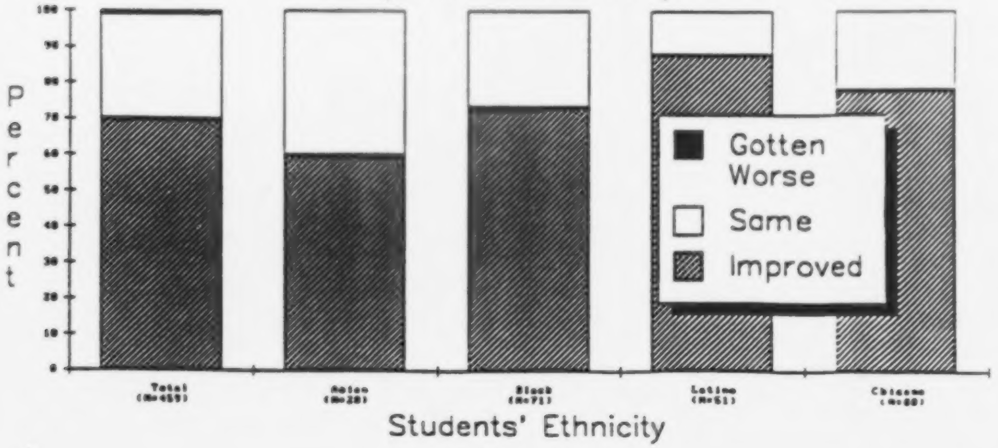


FIGURE 12
Change in Students' Ability to Think Critically by Ethnicity
(General Education)



**(70%) of the total population (N=462) indicated that their interest in the subject matter "Increased" as a result of the course, 23% indicated that their interest "Stayed the Same," and 7% indicated that their interest in the subject matter "Decreased."** These findings are very similar to what was found in English Composition Academic Evaluation. When controlling for ethnicity, **Latinos recorded the largest increase in interest (82%), followed by Chicanos (81%), Asians (75%), and then Blacks (64%).** Black students were the only ethnic group to indicated that their interest in the subject matter "Decreased" as a result of taking the course.

Students' were also asked the extent to which the General Education course they took improved their ability to think critically (see Figure 12). **For the total population of students (N=459), 70% indicated that their ability to think critically "Increased" as a result of the course, 26% indicated that their ability to think critically "Stayed the Same," and only 1% of the students indicated that their ability to think critically "Decreased" as a result of the course.** Again, these results are very similar to what was found in the English Composition Academic Evaluation. **The largest increase in ability to think critically was recorded by Latino students (88%), followed by Chicano students (78%), Black students (73%), and finally Asian students (60%).** These findings reinforce the fact that improvement in critical thinking, mastery of content, and improvement in writing ability varies across ethnic groups.

Conclusions. *The results from the General Education Academic Evaluation revealed that a large percentage of students did not think that their General Education course or assignments were fully in line with their skill and/or ability levels. In addition, a large percentage of students noted that it was difficult for them to keep up with the workpace and load of the course. Similar to what was found in the English Composition Academic Evaluation, students attended class on a regular basis, but under-utilized the tutorial services. The under-utilization of tutorial services may be related to the fact that students gave their General Education Tutors lower ratings on both the Skill and Concern Scales than they gave their Instructors or TAs. While members of the Academic Team generally received "Moderate" ratings on both scales, they received lower ratings on the Skill Scale than they did on the Concern Scale. Latinos were the most satisfied with the Academic Team, while Asian students were the least satisfied. In general, the academic goals of increasing interest in the subject matter and improving critical thinking ability were met. The academic goal of increasing content mastery was not met. Asian students indicated that they benefited the least from their General Education course, while Latinos indicated that they benefited the most.*

## MATHEMATICS

Goals and Objectives. The goals and objectives of the Mathematics courses, as stated in the Summer Program Curriculum Section of the 1988 Summer Programs Handbook, were to increase students' understanding and competency in mathematics, to help students' develop effective study group skills, and to develop students' problem solving skills.

Course Expectations and Difficulty. The Mathematics Academic Evaluation was divided into four sections: Course, Instructor, TA and Section Tutor, and Residence Hall/Individual Tutor. **When students were asked what grade they expected to receive in their Mathematics course, approximately 31% indicated it would be an "A", 54% indicated a "B", 11% a "C", and 5% indicated that they would "Not Pass" the course.** (see Appendix II, Mathematics Academic Evaluation, question #A14). Grade expectations followed suite with a series of questions that addressed the difficulty level of the course and its assignments. When students were asked to indicate the overall difficulty of the course (question #A1) a majority, **87%, indicated that the course was "Somewhat Difficult", while only 9% thought that the course was "Very Difficult" and 4% thought that the course was "Not at All Difficult."** But, when students were asked about the extent to which the writing and homework assignments were difficult (question #A7), **21% thought that the assignments were "Too Hard," 78% thought that they were "Just**

Right," and less than two percent thought that the writing and homework assignments were "Too Easy." When students were asked the extent to which the syllabus and homework assignments were intimidating (question #A6), a majority indicated that the assignments were either "Somewhat Intimidating" (57%) or "Not at All Intimidating" (37%). These findings point to the fact that the course and the assignments given were somewhat in line with students' skill and ability levels.

Students' were also asked the extent to which they thought their academic background prepared them to handle the pace of the course (question #A8). A majority of the students indicated that their background either "Fully Prepared" them to handle the pace of the course (45%) or "Somewhat "Prepared" them to handle the pace of the course (45%). When asked if they thought the workload/pace of the course was right (question #A2), 76% indicated that the pace of the course was "About Right," 21% indicated that it was "Too Fast," and 3% indicated that the pace of the course was "Too Slow." These finding tend to indicate that students were prepared to handle a university mathematics course.

Mathematics Professional Development (PDP) Workshops. Another set of questions asked students' about their participation in the Mathematics Professional Development (PDP) Workshops. When asked if discussing course materials in PDP groups increased their understanding of the material (question #A5), 62% indicated that their understanding "Increased," 36% indicated that their understanding "Stayed the Same," and less than two percent indicated that their understanding of the course material "Decreased" as a result of participation in the PDP groups. Students were also asked if working in a group situation improved their performance in class (question #A11). Seventy-eight percent (78%) of the students indicated that working in groups "Increased" their performance, 17% indicated that it had "No Effect" on their performance, and 4% indicated that it made their performance "Worse." While the structure of working in groups received mixed reviews, generally, students indicated that their understanding of mathematics improved as a result of the group situation.

Student Time Information. Another set of questions asked about students' course attendance patterns (question #A12), utilization of tutorial services (question #D19), and amount of time they spent studying (question #A13). One-hundred percent of the students indicated that they attended class at least seventy-five percent of the time (96% indicated that they attended class "One-Hundred Percent of the Time" and 4% indicated that they attended class "Seventy-Five Percent of the Time"). While attendance was high in all three course areas -- English Composition, General Education, and Mathematics -- Mathematics courses experienced the highest attendance rates. When asked how often they attended a tutorial sessions with their Residence Hall/Individual Tutor, 25% indicated that they attended tutorial sessions "1 to 5 Hours a Week," 34% indicated that they attended tutorial "6 to 10 Hours a Week," 28% indicated that they attended "11 to 15 Hours a Week," and 13% indicated that they attended tutorial sessions "16 or More Hours a Week." Students in Mathematics courses utilized tutorial services more frequently than students in either the English or General Education courses. Students were also asked to indicate the average numbers of hours a week they spent studying. Six percent (6%) of the students indicating that they studied "1 to 5 Hours a Week," 13% indicating that they studied "6 to 10 Hours a Week," 23% studied "11 to 15 Hours a Week," and 58% studied "16 or More Hours a Week." Clearly, students in Mathematics courses spent more hours a week studying, than did students in either the General Education or English Composition courses.

Ratings of the Academic Team. Within the Mathematics Academic Evaluation, students were asked a series of questions about their Instructor, TA and Section Tutor, and Residence Hall/Individual Tutor. From these questions, two subscales were created. The Concern Scale measures the level of concern members of the Academic Team have for their course and its students, and the Skill Scale measures the level of academic skill demonstrated by each member of the Academic Team. Both scales range from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating. Figure 13 presents the students' ratings of the Skill and Concern levels of the Mathematics Academic Team. **Students' gave approximately equal ratings to the Mathematics Instructor (Skill, 4.2; Concern, 4.2) and the TA/Section Tutors (Skill 4.2; Concern, 4.3), and gave slightly lower ratings to the Residence Hall Tutors (Skill, 3.9; Concern, 4.0).**

Figures 14A through 14C present the Skill and Concern levels of the Academic Team, as indicated by students' according to their ethnicity. Ethnic identification information was obtained by matching the UCLA Student Identification Numbers from the questionnaire with demographic information obtained from AAP staff. Because not all students recorded their UCLA ID Numbers on the evaluation form, the responses presented in Figures 14A through 14C do not represent the total population of students completing the questionnaire. Only those ethnic groups with at least 15 respondents were included in the Figures. Figure 14A presents the students' ratings of the Skill and Concern Levels of the Mathematics Instructor by ethnicity. **Clearly, there is very little difference between ethnic groups on the ratings given to the Instructor.** Students rated the Instructors' Skill and Concern levels at approximately "4.3" (Moderately High), indicating that all groups thought that the Instructor demonstrated both a high level of academic Skill and a high level of Concern for the class. Figure 14B presents the students' ratings of the Skill and Concern levels of the TA/Section Tutors. **While all student groups gave the TA/Section Tutors approximately the same ratings (Moderately High), all three groups gave the TA/Section Tutors a lower rating on the Skill Scale, than they did on the Concern Scale.** Figure 14C presents the students ratings of the Residence Hall/Individual Tutors, by ethnicity. **Black students gave the Tutors the lowest ratings (Skill, 3.6; Concern, 3.8), while Latino, students gave the Tutors the highest ratings (Skill, 4.1; Concern, 4.2).** Again, all three student groups gave the Tutors a lower rating on the Skill Scale, than they did on the Concern Sale. These findings indicate that all student groups thought that their Mathematics Instructor and their TA/Section Tutors had strong academic Skills and Concern for the course and its students. In addition, students indicated that Residence Hall/Individual Tutors did not possess as strong academic skills, as they did Concern for the students. Black students were the least satisfied with their Tutors.

Summer Programs' Academic Goals and Objectives. Students' were also asked the extent to which three of the goals and objectives of the FSP/TSP Academic Program were met: the extent to which students' interest in the Mathematics increased (question #A4), the extent to which they mastered the course material (question #A3), and the extent to which their ability to think critically improved (question #A10). These results are presented in Figures 15 through 17.

Figure 15 presents change in students' mastery of the course material. Approximately 58% **of the total population (N=69) indicated that they mastered "All or Most of the Course Material," 39% indicated that they mastered "Some of the Course Material," and 3% indicated that they mastered "Almost None of the Course Material." While Black and Chicano students responded in a similar way to that of the total population, 12% of the Latino students indicated that the mastered "Almost None of the Course Material."** This finding indicates that Latino students had the most difficulty mastering the course material.

Figure 16 presents change in students' interest in the subject area. Thirty-eight percent **(38%) of the total population (N=68) indicated that their interest in the subject matter "Increased" as a result of the course, 50% indicated that their interest "Stayed the Same," and 10% indicated that their interest "Decreased." When controlling for ethnicity, Black students recorded the largest "Decrease" in interest (22%), followed by Latinos (13%), and then Chicanos (5%).** Clearly, the Mathematics courses did not spark an interest in the subject matter, especially for Black students.

Students' were also asked the extent to which the Mathematics course they took improved their ability to think critically (see Figure 17). For the total population of students (N=69), 78% indicated that their ability to think critically "Increased" as a result of the course and

FIGURE 13
Students' Ratings of Skill and Concern Levels of the Academic Team
(Mathematics)

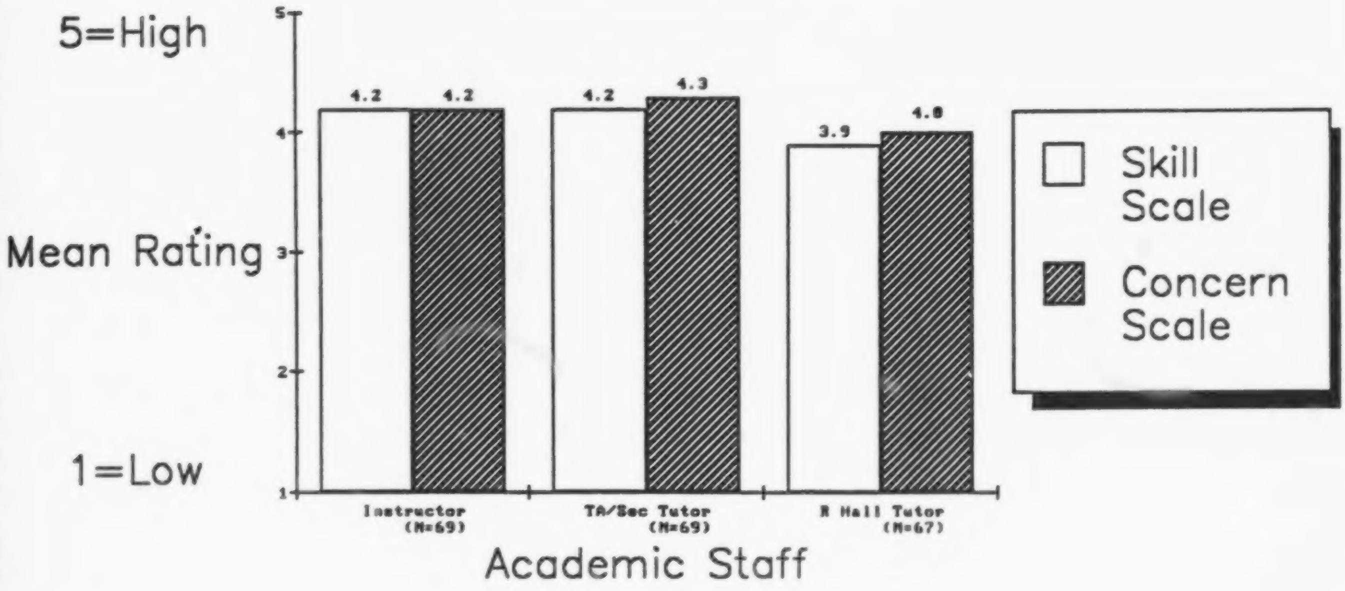


FIGURE 14A
Students' Rating of Skill and Concern Levels of Instructor by Ethnicity (Mathematics)

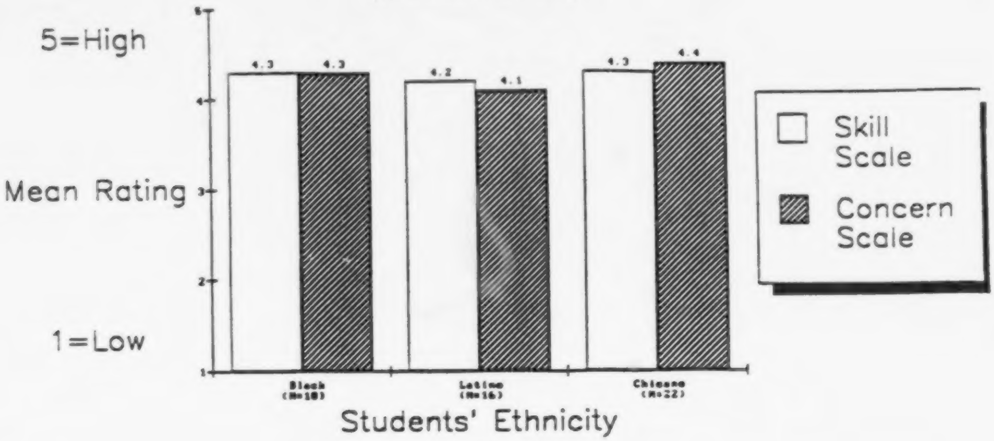


FIGURE 14B
Students' Ratings of Skill and Concern Levels of TA/Section Tutors by Ethnicity (Mathematics)

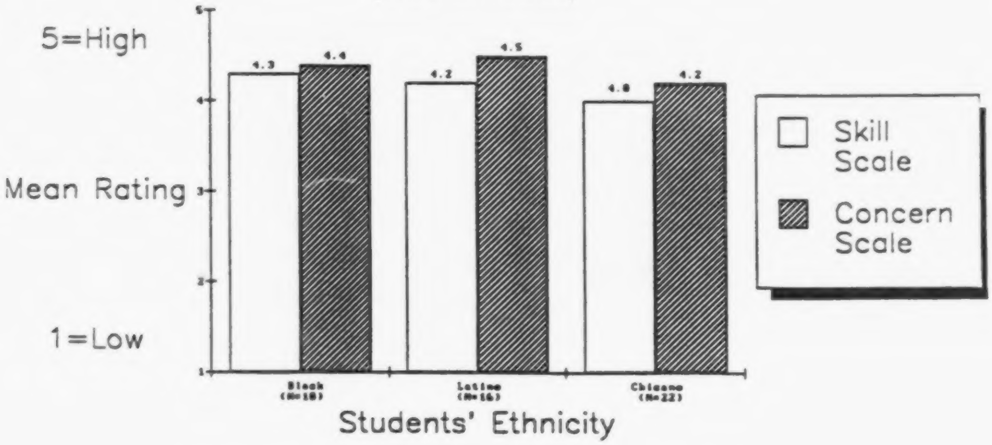


FIGURE 14C
Students' Ratings of Skill and Concern Levels of Residence Hall Tutors by Ethnicity (Mathematics)

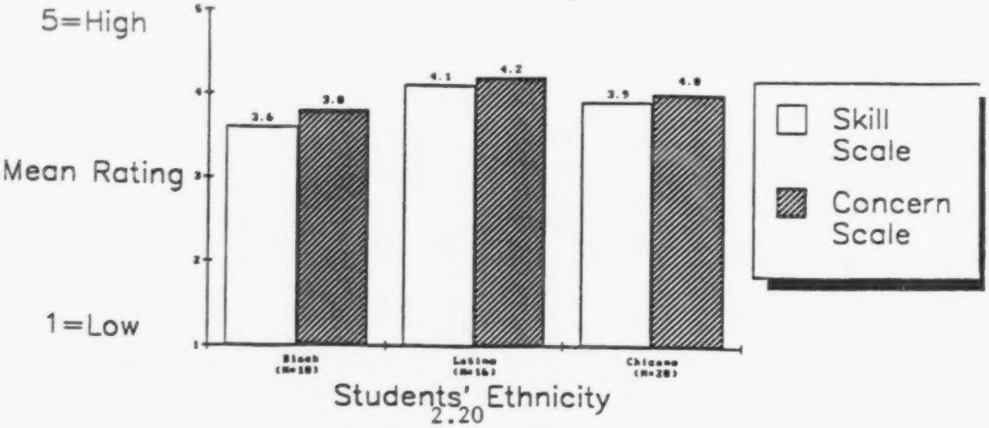


FIGURE 15
Level of Students' Mastery by Ethnicity
(Mathematics)

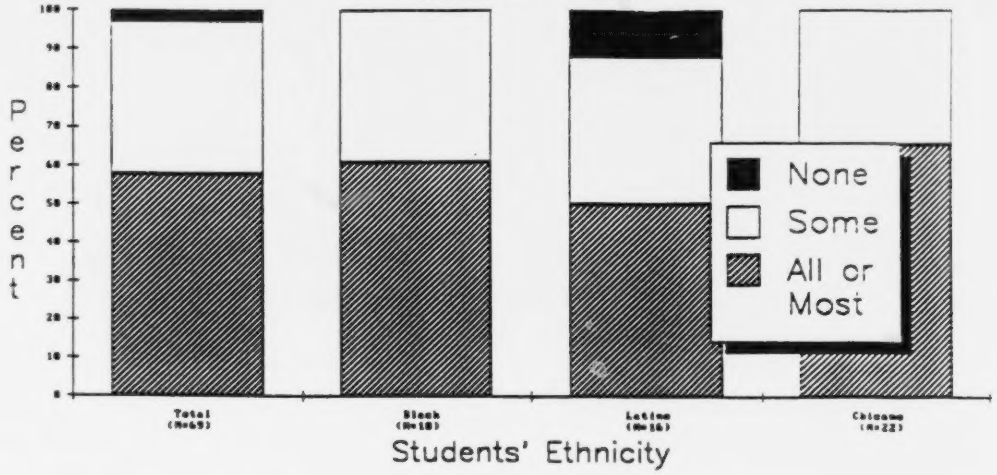


FIGURE 16
Change in Students' Interest in the
Subject Matter by Ethnicity
(Mathematics)

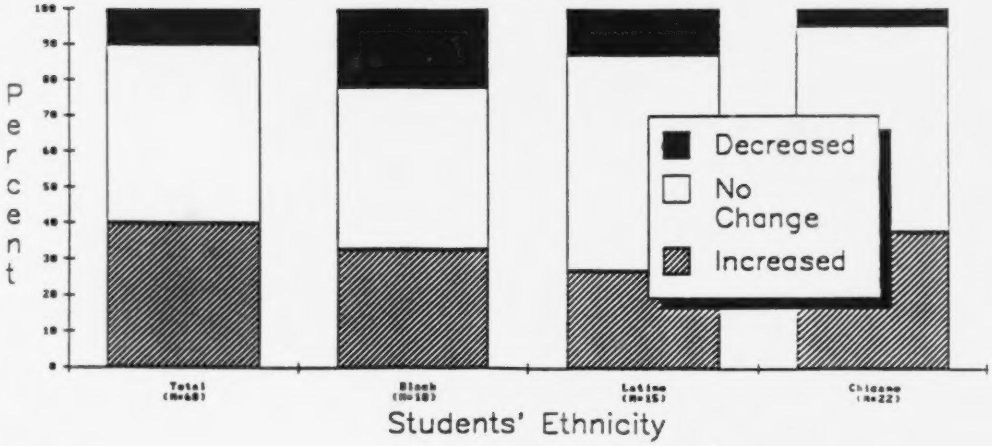
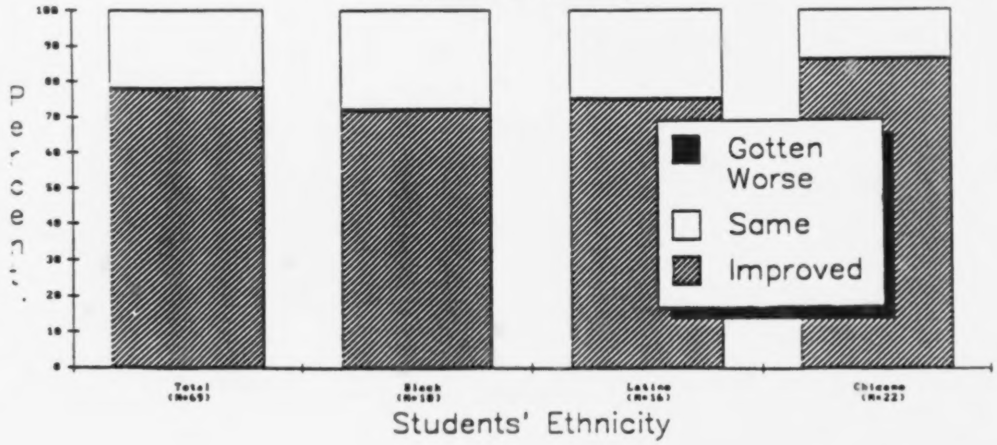


FIGURE 17
Change in Students' Ability to Think
Critically by Ethnicity
(Mathematics)



**only 22% indicated that their ability to think critically "Stayed the Same." No students indicated that their ability to think critically "Decreased" as a result of the course.** Response patterns of Black and Latino students were similar to that of the total population. **A higher percentage of Chicano students, however, indicated that their ability to think critically "Improved" as a result of the Mathematics course.** This finding indicates that all student groups experienced an improvement in critical thinking ability.

**Conclusions**. *In summary, the results from the Mathematics Academic Evaluation indicate that students tended to think that their course and assignments were well in line with their skill and ability levels. In addition, students also indicated that their academic background prepared them to handle a university mathematics course. While students gave the Mathematics Professional Development Workshops mixed reviews, they generally indicated that their understanding of mathematics improved as a result of the group workshops. Mathematics students utilized tutorial services to a greater extent, spent more hours a week studying, and attended class on a more regular basis, than students taking either General Education or English Composition courses. Students' consistently gave the Mathematics Instructor and TA/Section Tutors higher ratings on both the Skill and Concern Scales, than they gave their Residence Hall/Individual Tutors. Black students gave the Tutors much lower ratings than any other ethnic group. The academic goals of mastering the course material and increasing interest in the subject matter were not fully met. Latino student indicated the most difficulty mastering the course materials, while a large percentage of Black students did not experience an increase in interest in the area a mathematics. In general, the academic goal of improving critical thinking ability was met.*

## RECOMMENDATIONS

### English Composition

- Academic Team should place greater concentration on student under-preparation in content area and in skill level
- The process of hiring Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills
- Assuming that Tutors are hired with stronger skills, the Academic Team should institute a mechanism for encouraging student use of tutorial services
- Academic Team should consider ways of increasing Black students' interest in English Composition
- More emphasis should be placed on teaching critical thinking and strengthening writing ability

### General Education

- Academic Team should place greater concentration on student under-preparation in content area and in skill level
- The process of hiring Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills
- Assuming that Tutors are hired with stronger skills, the Academic Team should institute a mechanism for encouraging student use of tutorial services
- The Academic Team should consider ways of to address the academic needs of Asian students
- More emphasis should be placed on classroom assessment, e.g., how well students are mastering the General Education content

### Mathematics

- Academic Team should place greater concentration on student under-preparation in content area and in skill level
- The process of hiring Residence Hall Tutors should be reviewed, in order to consider ways of obtaining Tutors with stronger skills
- Academic Team should consider ways of increasing interest in Mathematics among students, especially Black students
- More emphasis should be placed on classroom assessment, e.g., how well students are mastering the Mathematics content

# APPENDIX I

## FRESHMAN SUMMER AND TRANSFER SUMMER PROGRAMS
## 1988 COURSE OFFERINGS

| COURSE | INSTRUCTOR |
|---|---|
| *Anthropology 22* | O. Johnson |
| *Biology 2* | S. Strand |
| *English A* | FSP/TSP English Instructor(a) |
| *English B* | FSP/TSP English Instructor(b) |
| *English 3* | FSP/TSP English Instructor(c) |
| *English 110W* | FSP/TSP English Instructor(d) |
| *English 85* | R. Paredes |
| *English 33B* | J. Harclerdoe |
| *English 33C* | D. Savas |
| *English 35* | W. Smith |
| *Geography 3* | R. Kreger |
| *History 8A* | C. A. Bermeo |
| *Math A* | D. Cohen |
| *Math 1* | D. Cohen |
| *Math 1C* | D. Cohen |
| *Physics 10* | D. Butler |
| *Political Science M147* | F. Gilliam |

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(a) T. Burkdall, M. Gustin, D. Litten, M. Morrison, C. Jago, L. Leyson

(b) R. Ortiz, C. Lopez, K. Moloney, K. Rieger, G. Ioppolo, V. Hayne, P. Smith L. Gruner, N. Greeley, H. Gladfelder, B. Hadden, and T. Jackson

(c) A. Richards, B. Kjiewski, S. Koshy, M. Gruner, P. Moore, J. Murphy, B. Clawson, and O. Staley

(d) B. Creasy, R. Wilson, S. Gourgouri, K. Dettmar, and S. McCabe

LOS ANGELES: OFFICE OF THE ASSISTANT DEAN
GRADUATE SCHOOL OF EDUCATION
CENTER FOR ACADEMIC INTERINSTITUTIONAL PROGRAMS
GAYLEY CENTER

Date: August 29, 1988

To: C. Adolfo Bermeo
From: Susan P. Ackermann
RE: Finalization of FSP/TSP evaluation forms

Enclosed are the final versions of the following evaluation forms:

(1) General Education Academic Evaluation
(2) English Composition Academic Evaluation
(3) Mathematics Academic Evaluation
(4) Films and Forums Student Interest Questionnaire
(5) FSP/TSP Student Program Evaluation Questionnaire
(6) FSP/TSP Counseling Evaluation Questionnaire

These forms have been reviewed by groups of the following individuals:

- Juan Lara
- Eric Barnum (RA Coordinator)
- Gayle Byock
- Russ Campbell
- Joan Clemons
- David Cohen
- Jack Gibbons
- Phylis Hart
- Kristen Himenez
- Marguerite Archie-Hudson
- Bob Kreger
- Betty Levinson
- Ruth Mitchell
- Faye Peitzman
- Bruce Rothschild
- Steve Strand
- the Faculty Ad Hoc Committee
- FSP/TSP Faculty
- FSP/TSP Professional and Peer Counselors
- FSP/TSP Teaching Assistants
- FSP/TSP Tutors
- various UCLA students

Please have all appropriate members of your staff review these six forms. If you have any changes, please leave me a voice mail (52531) no later than SEPTEMBER 2, at 5:00 pm. If I do not hear from you, I will assume that all six forms are acceptable to you.

cc: Dean Juan Lara
Marguerite Archie-Hudson
Gayle Byock
encl.

# APPENDIX II

## ENGLISH COMPOSITION ACADEMIC EVALUATION - SUMMER 1988

Your Initials: _____ _____ _____

UCLA ID#: _____ _____ _____ _____ _____ _____ _____ _____ _____

Name of Course: ______________________________

Course SRS#: _____ _____ _____ _____ _____ _____ _____ _____ _____

To help us improve FSP/TSP we would like you to respond as thoughtfully as you can to the following questions.
THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

This questionnaire consists of three parts: Part A asks your impressions of the course, Part B asks your impression of the Composition Instructor, and Part C asks your impressions of the Tutor. PLEASE CIRCLE ONLY ONE RESPONSE TO EACH QUESTION.

### Part A - Course Information

1. Overall, I thought this course was:

| | | |
|---|---|---|
| 1. Very difficult | 5.6% | |
| 2. Somewhat difficult | 72.3% | N = 520 |
| 3. Not at all difficult | 22.1% | |

2. I thought that the pace of this course was:

| | | |
|---|---|---|
| 1. Too slow | 6.0% | |
| 2. About right | 76.3% | N = 519 |
| 3. Too fast | 17.7% | |

3. I think that my interest in composition and writing:

| | | |
|---|---|---|
| 1. Has increased as a result of my taking this course | 64.9% | |
| 2. Has not changed | 32.8% | N = 521 |
| 3. Has decreased as a result of my taking this course | 2.3% | |

4. I think the writing and reading assignments were:

| | | |
|---|---|---|
| 1. Very intimidating | 6.2% | |
| 2. Somewhat intimidating | 49.7% | N = 515 |
| 3. Not at all intimidating | 44.1% | |

5. I think the writing and reading assignments were:

| | | | |
|---|---|---|---|
| 1. | Too hard | 9.9% | |
| 2. | Just right | 87.7% | N = 506 |
| 3. | Too easy | 2.4% | |

6. I think that my academic background:

| | | | |
|---|---|---|---|
| 1. | Prepared me to handle the writing assignments | 37.9% | |
| 2. | Somewhat prepared me to handle the writing assignments | 48.4% | N = 520 |
| 3. | Did not prepare me to handle the writing assignments | 13.7% | |

7. Because of this course, my ability to write has:

| | | | |
|---|---|---|---|
| 1. | Improved | 83.8% | |
| 2. | Stayed the same | 16.0% | N = 519 |
| 3. | Gotten worse | 0.2% | |

8. Because of this course, my ability to think critically has:

| | | | |
|---|---|---|---|
| 1. | Increased | 79.2% | |
| 2. | Stayed the same | 20.8% | N = 519 |
| 3. | Gotten worse | 0% | |

9. The writing assignments related to the General Education course:

| | | | |
|---|---|---|---|
| 1. | Helped me to better understand the course material | 69.9% | |
| 2. | Had no effect on my understanding of the course material | 28.7% | N = 508 |
| 3. | Added to my confusion about the course material | 1.4% | |

10. I attended composition class:

| | | | |
|---|---|---|---|
| 1. | Almost 100% or 100% of the time | 83.4% | |
| 2. | Approximately 75% of the time | 15.6% | N = 520 |
| 3. | Approximately 50% of the time | 1.0% | |
| 4. | 25% of the time or less | 0% | |

11. On average, I read and worked on my writing assignments:

| | | | |
|---|---|---|---|
| 1. | 1 to 5 hours a week | 22.8% | |
| 2. | 6 to 10 hours a week | 43.5% | N = 513 |
| 3. | 11 to 15 hours a week | 25.9% | |
| 4. | 16 or more hours a week | 7.8% | |

12. I expect to receive the following grade in this class:

| | | |
|---|---|---|
| 1. A | 18.3% | |
| 2. B | 58.9% | N = 487 |
| 3. C | 22.2% | |
| 4. No Pass | 0.6% | |

13. Please rate this course on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 516)
7.81

Poor Neutral Excellent
|------------------------------------|-------------|
1 2 3 4 5 6 7 8 9 10

**Part B** - **Composition Instructor Information**

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 1. The instructor was enthusiastic about teaching this course. | 0.6<br>$\bar{X}$ =4.48 | 1.3<br>(N = 523) | 7.8 | 29.7 | 60.6(%) |
| 2. The instructor was concerned that I was motivated by each writing task. | 0.4<br>$\bar{X}$ = 4.29 | 1.9<br>(N = 524) | 13.4 | 36.8 | 47.5(%) |
| 3. I felt free to ask my instructor for advice and help to improve my writing. | 0.8<br>$\bar{X}$ = 4.51 | 0.9<br>(N = 523) | 8.2 | 26.6 | 63.5(%) |
| 4. The instructor encouraged me to question and to express my own ideas. | 0.8<br>$\bar{X}$ = 4.47 | 1.1<br>(N = 524) | 8.4 | 30.0 | 59.7(%) |
| 5. The instructor seemed genuinely interested in student progress. | 0.4<br>$\bar{X}$ = 4.57 | 0.8<br>(N = 524) | 6.9 | 25.7 | 66.2(%) |
| 6. If I have the opportunity, I will take another course from this instructor. | 2.5<br>$\bar{X}$ = 4.23 | 3.2<br>(N = 523) | 15.3 | 27.2 | 51.8(%) |
| 7. The instructor has good communication skills. | 0.6<br>$\bar{X}$ = 4.39 | 2.1<br>(N = 524) | 8.4 | 35.3 | 53.6(%) |
| 8. The instructor helped me develop my critical-thinking abilities. | 1.2<br>$\bar{X}$ = 4.03 | 2.9<br>(N = 520) | 20.2 | 43.8 | 31.9(%) |
| 9. I understood the instructor's evaluation criteria for papers. | 2.3<br>$\bar{X}$ = 4.02 | 5.4<br>(N = 522) | 14.9 | 42.7 | 34.7(%) |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 10. The instructor was aware of difficulties the class was having in completing writing | 1.1<br>$\overline{X}$ = 4.21 (N = 520) | 2.9 | 15.2 | 35.2 | 45.6(%) |
| 11. The instructor helped me to develop my writing abilities. | 1.9<br>$\overline{X}$ = 4.12 (N = 521) | 2.5 | 17.3 | 38.2 | 40.1(%) |
| 12. The instructor gave me prompt feedback on my writing assignments. | 0.4<br>$\overline{X}$ = 4.36 (N = 524) | 1.6 | 9.5 | 39.1 | 49.4(%) |
| 13. The instructor gave me thoughtful and helpful feedback on my writing assignments. | 0.6<br>$\overline{X}$ = 4.44 (N = 524) | 1.3 | 8.2 | 33.2 | 56.7(%) |
| 14. The instructor encouraged me to discuss my writing assignments with other students. | 1.0<br>$\overline{X}$ = 4.25 (N = 523) | 1.7 | 15.1 | 35.9 | 46.3(%) |
| 15. The instructor encouraged me to experiment with various forms of writing. | 1.7<br>$\overline{X}$ = 3.76 (N = 523) | 6.9 | 30.6 | 35.6 | 25.2(%) |

16. Please rate the instructor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 472)
8.60

Poor Neutral Excellent
|-----------------------------------------|---------|
1 2 3 4 5 6 7 8 9 10

Part C - Tutor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. Without the extra help I received from the tutor, I would have failed this course. | 27.9<br>$\overline{X}$ = 2.40 (N = 518) | 25.9 | 31.3 | 8.7 | 6.4(%) |
| 2. Even though I could have done well in the course without the tutor's help, I think my performance was better with the tutor's help. | 7.9<br>$\overline{X}$ = 3.68 (N = 517) | 8.1 | 21.3 | 33.9 | 28.8(%) |

| | | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|---|
| 3. | I think that tutorials have helped me feel more confident of my ability to complete writing assignments. | 7.2<br>$\bar{X}$ = 3.59 (N = 512) | 10.9 | 22.3 | 34.6 | 25.0(%) |
| 4. | The tutor encouraged me to experiment with various forms of writing. | 8.9<br>$\bar{X}$ = 3.25 (N = 514) | 14.8 | 34.2 | 26.3 | 15.8(%) |
| 5. | Tutorials heightened my interest in writing. | 11.9<br>$\bar{X}$ = 3.14 (N = 513) | 14.2 | 35.9 | 23.8 | 14.2(%) |
| 6. | The tutor helped me develop my writing abilities. | 9.3<br>$\bar{X}$ = 3.52 (N = 514) | 9.6 | 23.3 | 35.8 | 22.0(%) |
| 7. | Tutorials helped me reduce my anxiety about writing. | 11.0<br>$\bar{X}$ = 3.36 (N = 516) | 10.3 | 29.7 | 29.8 | 19.2(%) |
| 8. | I appreciated the opportunity to discuss my writing drafts with the tutor. | 5.6<br>$\bar{X}$ = 3.97 (N = 515) | 6.4 | 16.7 | 28.4 | 42.9(%) |
| 9. | The tutor encouraged me to discuss my writing with other students. | 11.1<br>$\bar{X}$ = 3.07 (N = 512) | 15.6 | 39.9 | 21.5 | 11.9(%) |
| 10. | The tutor helped me develop my critical-thinking abilities. | 9.7<br>$\bar{X}$ = 3.42 (N = 515) | 11.3 | 26.0 | 33.0 | 20.0(%) |
| 11. | The tutor provided me with reassurance that I can write academically. | 7.7<br>$\bar{X}$ = 3.67 (N = 517) | 8.1 | 20.7 | 36.8 | 26.7(%) |
| 12. | The tutor recognized me as an individual person. | 3.9<br>$\bar{X}$ = 4.09 (N = 517) | 2.9 | 16.1 | 35.0 | 42.1(%) |
| 13. | The tutor encouraged me to attempt to work through revisions by myself before asking for assistance. | 6.6<br>$\bar{X}$ = 3.55 (N = 513) | 9.0 | 30.0 | 32.0 | 22.4(%) |
| 14. | I will probably request a tutor for Fall Quarter. | 3.3<br>$\bar{X}$ = 4.40 (N = 517) | 1.7 | 10.1 | 21.7 | 63.2(%) |

15. During an average week, I:

| | | | |
|---|---|---|---|
| 1. | Never attended a tutorial session | 5.2% | |
| 2. | Attended one tutorial session | 46.8% | N = 524 |
| 3. | Attended two tutorial sessions | 33.3% | |
| 4. | Attended three or more tutorial sessions | 14.7% | |

16. Please rate your tutor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

```
                                   (N = 508)
                                     7.13
Poor                 Neutral                     Excellent
|--------------------------------|---------------|
1     2      3      4      5      6      7      8      9      10
```

USE THE BOTTOM OR BACK OF THIS QUESTIONNAIRE FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!

FSP/TSP - 8/88

# GENERAL EDUCATION ACADEMIC EVALUATION - SUMMER 1988

Your Initials: _____ _____ _____

UCLA ID#: _____ _____ _____ _____ _____ _____ _____ _____ _____

Name of Course: ____________________________

Course SRS#: _____ _____ _____ _____ _____ _____ _____ _____ _____

To help us improve FSP/TSP we would like you to respond as thoughtfully as you can to the following questions.
THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

This questionnaire consists of four parts: Part A asks your impressions of the course, Part B asks your impression of the Instructor, Part C asks your impressions of the TA, and Part D asks your impressions of the Tutor.
PLEASE CIRCLE ONLY ONE RESPONSE TO EACH QUESTION.

## Part A - Course Information

1. Overall, I thought this course was:

| | | |
|---|---|---|
| 1. Very difficult | 13.7% | |
| 2. Somewhat difficult | 77.6% | N = 460 |
| 3. Not at all difficult | 8.7% | |

2. I thought that the workload/pace of this course was:

| | | |
|---|---|---|
| 1. Too slow | 1.5% | |
| 2. About right | 57.4% | N = 453 |
| 3. Too fast | 41.1% | |

3. I feel that I mastered:

| | | |
|---|---|---|
| 1. All or most of the course material | 36.2% | |
| 2. Some of the course material | 59.2% | N = 461 |
| 3. Almost none of the course material | 4.6% | |

4. I feel that my interest in this subject matter:

| | | |
|---|---|---|
| 1. Has increased as a result of my taking this course | 69.9% | |
| 2. Has not changed | 23.2% | N = 462 |
| 3. Has decreased as a result of my taking this course. | 6.9% | |

5. By discussing course material in groups, my understanding of course material:

| | | | |
|---|---|---|---|
| 1. | Increased | 86.6% | |
| 2. | Stayed the same | 13.0% | N = 462 |
| 3. | Decreased | 0.4% | |

6. I think the syllabus and reading assignments are:

| | | | |
|---|---|---|---|
| 1. | Very intimidating | 15.7% | |
| 2. | Somewhat intimidating | 50.0% | N = 452 |
| 3. | Not at all intimidating | 34.3% | |

7. I think the writing and reading assignments are:

| | | | |
|---|---|---|---|
| 1. | Too hard | 18.3% | |
| 2. | Just right | 80.1% | N = 453 |
| 3. | Too easy | 1.6% | |

8. I feel that my academic background:

| | | | |
|---|---|---|---|
| 1. | Prepared me to handle the pace of this course | 33.0% | |
| 2. | Somewhat prepared me to handle the pace of this course | 50.0% | N = 460 |
| 3. | Did not prepare me to handle the pace of this course | 17.0% | |

9. Because of this course, my ability to think critically has:

| | | | |
|---|---|---|---|
| 1. | Improved | 70.4% | |
| 2. | Stayed the same | 28.5% | N = 459 |
| 3. | Gotten worse | 1.1% | |

10. I attended lectures:

| | | | |
|---|---|---|---|
| 1. | Almost 100% or 100% of the time | 91.5% | |
| 2. | Approximately 75% of the time | 8.1% | N = 459 |
| 3. | Approximately 50% of the time | 0.2% | |
| 4. | 25% of the time or less | 0.2% | |

11. I expect to receive the following grade in this class:

| | | | |
|---|---|---|---|
| 1. | A | 15.7% | |
| 2. | B | 50.9% | N = 428 |
| 3. | C | 31.8% | |
| 4. | No Pass | 1.6% | |

12. On average, I studied:

| | | |
|---|---|---|
| 1. 1 to 5 hours a week | 16.4% | |
| 2. 6 to 10 hours a week | 33.0% | N = 457 |
| 3. 11 to 15 hours a week | 30.9% | |
| 4. 16 or more hours a week | 19.7% | |

13. Please rate this course on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 455)
7.62

Poor Neutral Excellent
|-----------------------------------|---------------|
1 2 3 4 5 6 7 8 9 10

Part B - Instructor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 1. The instructor was enthusiastic about teaching this course. | 1.7<br>$\bar{X}$ = 4.47 (N = 459) | 2.6 | 7.9 | 22.9 | 64.9(%) |
| 2. The instructor was concerned that I learned and understood the topics covered. | 4.1<br>$\bar{X}$ = 3.91 (N = 458) | 5.9 | 19.9 | 34.7 | 35.4(%) |
| 3. I felt free talking with the instructor aboutcourse material that I did not understand. | 7.7<br>$\bar{X}$ = 3.42 (N = 454) | 14.3 | 31.1 | 22.5 | 24.4(%) |
| 4. Class presentations were well-prepared and clearly organized. | 5.9<br>$\bar{X}$ = 3.88 (N = 456) | 7.9 | 16.7 | 30.9 | 38.6(%) |
| 5. The instructor encouraged me to question and to express my own ideas. | 3.9<br>$\bar{X}$ = 3.81 (N = 456) | 6.1 | 29.0 | 27.2 | 33.8(%) |
| 6. The instructor seemed genuinely interested in student progress. | 5.2<br>$\bar{X}$ = 3.88 (N = 457) | 5.7 | 20.4 | 33.5 | 35.2(%) |

| | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|
| 7. If I have the opportunity, I will take another course from this instructor. | 12.5<br>$\bar{X}$ = 3.68 (N = 457) | 8.5 | 16.8 | 23.0 | 39.2(%) |
| 8. The instructor has good communication skills. | 4.6<br>$\bar{X}$ = 4.08 (N = 457) | 5.2 | 15.1 | 27.6 | 47.5(%) |
| 9. The instructor helped me develop my critical-thinking abilities. | 7.9<br>$\bar{X}$ = 3.44 (N = 454) | 9.2 | 32.6 | 31.1 | 19.2(%) |
| 10. I understood the instructor's evaluation criteria for exams, papers, or lab reports. | 5.7<br>$\bar{X}$ = 3.66 (N = 456) | 7.7 | 23.7 | 41.0 | 21.9(%) |
| 11. The instructor was aware of problems the class was having understanding the material. | 6.4<br>$\bar{X}$ = 3.55 (N = 452) | 8.4 | 29.4 | 35.0 | 20.8(%) |
| 12. The instructor helped me to develop my writing abilities. | 17.5<br>$\bar{X}$ = 2.65 (N = 450) | 22.9 | 42.2 | 11.6 | 5.8(%) |
| 13. The instructor gave me prompt feedback on exams. | 10.0<br>$\bar{X}$ = 3.34 (N = 451) | 10.9 | 31.5 | 30.3 | 17.3(%) |
| 14. The instructor gave me prompt feedback on assignments. | 10.1<br>$\bar{X}$ = 3.15 (N = 447) | 12.1 | 43.6 | 21.2 | 13.0(%) |

15. Please rate the instructor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 395)
7.60

Poor Neutral Excellent
|-------------------------------------|---------------|
1 2 3 4 5 6 7 8 9 10

Part C - TA Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. The TA was enthusiastic about leading the discussion sections. | 1.8 | 2.8 | 12.7 | 33.4 | 49.3(%) | $\bar{X} = 4.26$ (N = 458) |
| 2. The TA thoroughly understood all concepts and information in this course. | 0.8 | 1.5 | 9.0 | 28.2 | 60.5(%) | $\bar{X} = 4.46$ (N = 458) |
| 3. The TA integrated discussion sections with the lectures. | 1.8 | 2.2 | 11.4 | 33.0 | 51.6(%) | $\bar{X} = 4.31$ (N = 4.55) |
| 4. The TA gave me clear, direct responses to my questions. | 3.5 | 3.7 | 16.0 | 32.6 | 44.2(%) | $\bar{X} = 4.10$ (N = 457) |
| 5. The TA encouraged me to explore, question, and express my ideas. | 2.0 | 3.9 | 23.6 | 33.8 | 36.7(%) | $\bar{X} = 3.99$ (N = 458) |
| 6. The TA gave me prompt and valuable feedback on my assignments. | 2.6 | 5.3 | 23.4 | 33.0 | 35.7(%) | $\bar{X} = 3.94$ (N = 457) |
| 7. The TA helped me develop my study strategies. | 4.0 | 9.2 | 36.5 | 29.9 | 20.4(%) | $\bar{X} = 3.54$ (N = 455) |
| 8. The TA helped me develop my writing abilities. | 6.6 | 13.3 | 48.8 | 18.0 | 13.3(%) | $\bar{X} = 3.18$ (N = 451) |
| 9. I felt free talking to the TA about course material that I did not understand. | 2.4 | 4.4 | 14.8 | 32.1 | 46.3(%) | $\bar{X} = 4.16$ (N = 458) |
| 10. I understood the TA's evaluation criteria for exams, papers, or lab reports. | 3.1 | 5.2 | 21.0 | 39.6 | 31.1(%) | $\bar{X} = 3.90$ (N = 457) |
| 11. The TA helped me develop problem-solving strategies. | 5.0 | 9.4 | 39.4 | 30.0 | 16.2(%) | $\bar{X} = 3.43$ (N = 457) |

| | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|
| 12. The TA helped me develop my critical-thinking abilities. | 4.2<br>$\bar{X} = 3.57$ (N = 452) | 6.9 | 35.8 | 33.6 | 19.5(%) |
| 13. I attended all discussion and/or lab sessions. | 2.6<br>$\bar{X} = 4.39$ (N = 458) | 3.7 | 10.1 | 19.4 | 64.2(%) |

14. Please rate the TA's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 401)
8.21

```
Poor                    Neutral                   Excellent
|------------------------------------------|----------|
1     2     3     4     5     6     7     8     9     10
```

Part D - Tutor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

| | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|
| 1. Without the extra help I received from the tutor, I would have failed this course. | 30.9<br>$\bar{X} = 2.42$ (N = 443) | 22.4 | 28.2 | 10.8 | 7.7(%) |
| 2. Even though I could have done well in the course without the tutor's help, I think my performance was better with the tutor's help. | 12.6<br>$\bar{X} = 3.53$ (N = 444) | 11.3 | 17.8 | 27.2 | 31.1(%) |
| 3. I think that tutorial has helped me feel more confident of my ability to master the material in the course. | 14.4<br>$\bar{X} = 3.44$ (N = 444) | 9.0 | 21.2 | 29.3 | 26.1(%) |
| 4. The tutor gave me an alternative perspective on the material. | 11.8<br>$\bar{X} = 3.52$ (N = 441) | 7.7 | 21.5 | 34.7 | 24.3(%) |

| | | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|---|
| 5. | The tutor helped me improve my study strategies. | 13.8<br>$\bar{X}$ = 3.27 (N = 442) | 12.0 | 26.0 | 30.3 | 17.9(%) |
| 6. | The tutor explained things in a way that made sense to me. | 11.1<br>$\bar{X}$ = 3.68 (N = 443) | 7.4 | 16.7 | 31.6 | 33.2(%) |
| 7. | Tutorial heightened my interest in the course's subject matter. | 15.6<br>$\bar{X}$ = 3.15 (N = 442) | 11.3 | 33.7 | 21.5 | 17.9(%) |
| 8. | The tutor helped me develop my writing abilities. | 22.1<br>$\bar{X}$ = 2.60 (N = 435) | 21.1 | 37.2 | 14.3 | 5.3(%) |
| 9. | Tutorial helped me restate the facts, ideas and concepts introduced in the lecture. | 11.5<br>$\bar{X}$ = 3.62 (N = 442) | 8.1 | 15.2 | 36.7 | 28.5(%) |
| 10. | Tutorial helped me restate the facts, ideas and concepts introduced in the text. | 11.8<br>$\bar{X}$ = 3.51 (N = 442) | 7.0 | 23.1 | 34.8 | 23.3(%) |
| 11. | Tutorial helped me reduce my anxiety about this course. | 13.5<br>$\bar{X}$ = 3.23 (N = 437) | 11.3 | 28.8 | 32.0 | 14.4(%) |
| 12. | I appreciated the opportunity to discuss the course materials with the tutor. | 10.2<br>$\bar{X}$ = 3.71 (N = 440) | 7.5 | 14.8 | 35.9 | 31.6(%) |
| 13. | I learned problem-solving strategies from the tutor. | 14.4<br>$\bar{X}$ = 3.06 (N = 439) | 13.4 | 34.4 | 27.3 | 10.5(%) |
| 14. | The tutor encouraged me to work with other students to solve problems. | 13.0<br>$\bar{X}$ = 3.15 (N = 440) | 11.8 | 34.5 | 28.4 | 12.3(%) |
| 15. | The tutor helped me develop my critical-thinking abilities. | 13.7<br>$\bar{X}$ = 3.07 (N = 439) | 15.5 | 32.6 | 27.1 | 11.2(%) |
| 16. | The tutor provided me with reassurance that I knew the course material. | 12.1<br>$\bar{X}$ = 3.35 (N = 439) | 10.2 | 27.1 | 31.7 | 18.9(%) |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 17. The tutor recognized me as an individual person. | 10.3<br>$\bar{X}$ = 3.69 (N = 438) | 7.1 | 17.1 | 34.2 | 31.3(%) |
| 18. I felt free talking to the tutor about course material that I did not understand. | 11.1<br>$\bar{X}$ = 3.83 (N = 440) | 6.8 | 12.1 | 28.4 | 41.6(%) |
| 19. The tutor encouraged me to attempt to work through problems by myself before asking for assistance. | 11.3<br>$\bar{X}$ = 3.34 (N = 435) | 10.3 | 31.7 | 26.7 | 20.0(%) |
| 20. I will probably request a tutor for Fall Quarter. | 6.9<br>$\bar{X}$ = 4.24 (N = 432) | 3.0 | 10.0 | 19.0 | 61.1(%) |

21. I attended tutorial sessions approximately:

| | | |
|---|---|---|
| 1. 1 to 5 hours a week | 90.1% | |
| 2. 6 to 10 hours a week | 6.4% | N = 405 |
| 3. 11 to 15 hours a week | 2.7% | |
| 4. 16 or more hours a week | 0.8% | |

22. Please rate your tutor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 437)
6.82

Poor Neutral Excellent
1 2 3 4 5 6 7 8 9 10

USE THIS PAGE FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!

FSP/TSP - 8/88

## FSP/TSP MATHEMATICS ACADEMIC EVALUATION - SUMMER 1988

Your Initials: _____ _____ _____

UCLA ID#: _____ _____ _____ _____ _____ _____ _____ _____ _____

Name of Course: ____________________________

Course SRS#: _____ _____ _____ _____ _____ _____ _____ _____ _____

To help us improve FSP/TSP we would like you to respond as thoughtfully as you can to the following questions.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

This questionnaire consists of four parts: Part A asks your impressions of the course, Part B asks your impression of the Instructor, Part C asks your impressions of the TAs and Session Tutors, and Part D asks your impressions about the Resident Hall/Individual Tutors.
PLEASE CIRCLE ONLY ONE RESPONSE TO EACH QUESTION.

### Part A - Course Information

1. Overall, I thought this course was:

| | | |
|---|---|---|
| 1. Very Difficult | 8.7% | |
| 2. Somewhat Difficult | 87.0% | N = 69 |
| 3. Not at all Difficult | 4.3% | |

2. I thought that the workload/pace of this course was:

| | | |
|---|---|---|
| 1. Too Slow | 2.9% | |
| 2. About Right | 76.5% | N = 68 |
| 3. Too Fast | 20.6% | |

3. I feel that I mastered:

| | | |
|---|---|---|
| 1. All or most of the course material | 58.0% | |
| 2. Some of the course material | 39.1% | N = 69 |
| 3. Almost none of the course material | 2.9% | |

4. I feel that my interest in this subject matter:

| | | |
|---|---|---|
| 1. Has increased as a result of my taking this course | 39.7% | |
| 2. Has not changed | 50.0% | N = 68 |
| 3. Has decreased as a result of my taking this course | 10.3% | |

5. By discussing course material in PDP groups, my understanding of course material:

| | | | |
|---|---|---|---|
| 1. | Increased | 62.3% | |
| 2. | Stayed the same | 36.2% | N = 69 |
| 3. | Decreased | 1.5% | |

6. I think the syllabus and homework assignments are:

| | | | |
|---|---|---|---|
| 1. | Very intimidating | 5.9% | |
| 2. | Somewhat intimidating | 57.3% | N = 68 |
| 3. | Not at all intimidating | 36.8% | |

7. I think the writing and homework assignments are:

| | | | |
|---|---|---|---|
| 1. | Too hard | 20.9% | |
| 2. | Just right | 77.6% | N = 67 |
| 3. | Too easy | 1.5% | |

8. I think that my academic background:

| | | | |
|---|---|---|---|
| 1. | Prepared me to handle the pace of this course | 44.9% | |
| 2. | Somewhat prepared me to handle the pace of this course | 44.9% | N = 69 |
| 3. | Did not prepare me to handle the pace of this course | 10.2% | |

9. I think that the writing component of this course:

| | | | |
|---|---|---|---|
| 1. | Improved my understanding of mathematics | 47.5% | |
| 2. | Had no effect on my understanding of mathematics | 52.5% | N = 61 |
| 3. | Increased my confusion | 0.0% | |

10. Because of this course, my ability to think critically has:

| | | | |
|---|---|---|---|
| 1. | Improved | 78.3% | |
| 2. | Stayed the same | 21.7% | N = 69 |
| 3. | Gotten worse | 0.0% | |

11. I think that working in a group situation has:

| | | | |
|---|---|---|---|
| 1. | Improved my performance in this class | 78.3% | |
| 2. | Had no effect on my performance in this class | 17.4% | N = 69 |
| 3. | Made my performance in this class worse | 4.3% | |

12. I attended Math Lectures:

| | | | |
|---|---|---|---|
| 1. | Almost 100% or 100% or the time | 95.7% | |
| 2. | Approximately 75% of the time | 4.3% | N = 69 |
| 3. | Approximately 50% of the time | 0.0% | |
| 4. | 25% of the time or less | 0.0% | |

13. On average, I studied:

| | | | |
|---|---|---|---|
| 1. | 1 to 5 hours a week | 5.8% | |
| 2. | 6 to 10 hours a week | 13.0% | N = 69 |
| 3. | 11 to 15 hours a week | 23.2% | |
| 4. | 16 or more hours a week | 58.0% | |

14. I expect to receive the following grade in this class:

| | | | |
|---|---|---|---|
| 1. | A | 30.8% | |
| 2. | B | 53.8% | N = 65 |
| 3. | C | 10.8% | |
| 4. | No Pass | 4.6% | |

15. Please rate this course on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

```
                                                (N = 66)
                                                  8.23
Poor                     Neutral                        Excellent
 |--------------------------------------------|----------|
 1     2      3      4      5      6      7      8    9     10
```

Part B - Instructor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

```
(5) - Strongly Agree ----------------------------------------------
(4) - Agree ---------------------------------------------        |
(3) - Neutral -------------------------------         |          |
(2) - Disagree ----------------------       |          |          |
(1) - Strongly Disagree ----       |        |          |          |
                          |        |        |          |          |
```

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 1. The instructor was enthusiastic about teaching this course.<br>$\overline{X}$ = 4.48 (N = 69) | 0 | 0 | 5.8 | 40.6 | 53.6(%) |
| 2. The instructor was concerned that I learned and understood the topics covered.<br>$\overline{X}$ = 4.38 (N = 69) | 0 | 2.9 | 8.7 | 36.2 | 52.2(%) |
| 3. I felt free talking with the instructor about course material that I did not understand.<br>$\overline{X}$ = 3.86 (N = 69) | 2.9 | 2.9 | 33.3 | 27.6 | 33.3(%) |

| | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|
| 4. Class presentations were well-prepared and clearly organized. | 0 | 1.4 | 5.8 | 31.9 | 60.9(%) |
| | $\bar{X}$ = 4.52 (N = 69) | | | | |
| 5. The instructor encouraged me to question and to express my own ideas. | 1.5 | 0 | 30.4 | 30.4 | 37.7(%) |
| | $\bar{X}$ = 4.03 (N = 69) | | | | |
| 6. The instructor seemed genuinely interested in student progress. | 0 | 2.9 | 5.8 | 36.2 | 55.1(%) |
| | $\bar{X}$ = 4.44 (N = 69) | | | | |
| 7. If I have the opportunity, I will take another course from this instructor. | 0 | 1.5 | 8.7 | 33.3 | 56.5(%) |
| | $\bar{X}$ = 4.45 (N = 69) | | | | |
| 8. The instructor has good communication skills. | 0 | 2.9 | 4.3 | 31.9 | 60.9(%) |
| | $\bar{X}$ = 4.51 (N = 69) | | | | |
| 9. The instructor helped me develop my problem-solving abilities. | 0 | 4.4 | 30.4 | 42.0 | 23.2(%) |
| | $\bar{X}$ = 3.84 (N = 69) | | | | |
| 10. I understood the instructor's evaluation criteria for exams, papers, or homework assignments. | 0 | 1.5 | 13.0 | 53.6 | 31.9(%) |
| | $\bar{X}$ = 4.16 (N = 69) | | | | |
| 11. The instructor was aware of problems the class was having understanding the material. | 0 | 0 | 14.7 | 47.1 | 38.2(%) |
| | $\bar{X}$ = 4.24 (N = 68) | | | | |
| 12. The instructor gave me prompt feedback on exams. | 0 | 4.3 | 11.6 | 40.6 | 43.5(%) |
| | $\bar{X}$ = 4.23 (N = 69) | | | | |
| 13. The instructor gave me prompt feedback on assignments. | 0 | 4.4 | 25.0 | 38.2 | 32.4(%) |
| | $\bar{X}$ = 3.99 (N = 68) | | | | |

14. Please rate the instructor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

```
                                        (N = 67)
                                          8.94
     Poor                 Neutral                     Excellent
     |-----------------------------------------|-------|
     1     2     3     4     5     6     7     8     9     10
```

## Part C - TA and Section Tutor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

```
(5) - Strongly Agree ---------------------------------------------
(4) - Agree ----------------------------------------------       |
(3) - Neutral --------------------------------          |        |
(2) - Disagree ----------------------       |           |        |
(1) - Strongly Disagree ----       |        |           |        |
                           |       |        |           |        |
```

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 1. The TAs and Section Tutors were enthusiastic about teaching this course. | 0<br>$\bar{X}$ = 4.28 | 2.9<br>(N = 68) | 8.8 | 45.7 | 42.6(%) |
| 2. The TAs and Section Tutors thoroughly understood all concepts and information in this course. | 2.9<br>$\bar{X}$ = 4.44 | 1.4<br>(N = 69) | 2.9 | 34.8 | 58.0(%) |
| 3. The TAs and Section Tutors gave me clear, direct responses to my questions. | 1.5<br>$\bar{X}$ = 4.21 | 1.5<br>(N = 67) | 13.4 | 41.8 | 41.8(%) |
| 4. The TAs and Section Tutors encouraged me to explore, question, and express my ideas. | 0<br>$\bar{X}$ = 4.20 | 2.9<br>(N = 69) | 16.0 | 39.1 | 42.0(%) |
| 5. The Section Tutors gave me prompt and valuable feedback on my homework. | 0<br>$\bar{X}$ = 4.30 | 2.9<br>(N = 69) | 13.0 | 34.8 | 49.3(%) |
| 6. The TAs gave me prompt and valuable feedback on my quizzes and exams. | 0<br>$\bar{X}$ = 4.39 | 2.9<br>(N = 69) | 7.2 | 37.7 | 52.2(%) |
| 7. The TAs and Section Tutors helped me develop my study strategies. | 0<br>$\bar{X}$ = 3.87 | 7.3<br>(N = 69) | 26.1 | 39.1 | 27.5(%) |
| 8. I felt free talking to the TAs and Section Tutors about course material that I did not understand. | 0<br>$\bar{X}$ = 4.57 | 2.9<br>(N = 69) | 4.3 | 26.1 | 66.7(%) |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 9. I understood the TAs' evaluation criteria for exams and quizzes. | 0<br>$\bar{X}$ = 4.06 | 7.2<br>(N = 69) | 14.5 | 43.5 | 34.8(%) |
| 10. I understood the Section Tutors' evaluation criteria for homework. | 1.5<br>$\bar{X}$ = 4.13 | 4.4<br>(N = 69) | 13.0 | 42.0 | 39.1(%) |
| 11. The TAs and Section Tutors helped me problem-solving strategies. | 0<br>$\bar{X}$ = 3.94 | 5.8<br>(N = 68) | 16.2 | 55.9 | 22.1(%) |
| 12. I attended all math discussion sessions. | 0<br>$\bar{X}$ = 4.35 | 4.3<br>(N = 69) | 5.8 | 40.6 | 49.3(%) |
| 13. I attended all math PDP sessions. | 0<br>$\bar{X}$ = 4.19 | 5.8<br>(N = 69) | 10.1 | 43.5 | 40.6(%) |

14. Please rate the TAs and Section Tutors' overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 64)
8.42
Poor Neutral Excellent
1 2 3 4 5 6 7 8 9 10

Part D - Resident Hall/Individual Tutor Information

Please indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) are NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the correct response:

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. Without the extra help I received from the Resident Hall/Individual Tutor, I would have done poorly in this course. | 6.0<br>$\bar{X}$ = 3.69 (N = 67) | 7.4 | 29.9 | 25.4 | 31.3(%) |
| 2. Even though I could have done well in the course without tutorial, I think my performance was better with the tutorial. | 1.5<br>$\bar{X}$ = 4.10 (N = 67) | 3.0 | 22.3 | 29.9 | 43.3(%) |

| | | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|---|
| 3. | I think that tutorial has helped me feel more confident of my ability to master the material in the course. | 0<br>$\bar{X} = 4.13$ (N = 67) | 4.5 | 19.4 | 34.3 | 41.8(%) |
| 4. | The Resident Hall/Individual Tutor gave me an alternative perspective on the material. | 1.5<br>$\bar{X} = 3.82$ (N = 67) | 3.0 | 28.3 | 46.3 | 20.9(%) |
| 5. | The Resident Hall/Individual Tutor helped me improve my study strategies. | 3.0<br>$\bar{X} = 3.81$ (N = 67) | 1.5 | 32.8 | 37.3 | 25.4(%) |
| 6. | The Resident Hall/Individual Tutor explained things in a way that made sense to me. | 1.5<br>$\bar{X} = 4.06$ (N = 67) | 6.0 | 14.9 | 40.3 | 37.3(%) |
| 7. | Tutorial heightened my interest in the course's subject matter. | 1.5<br>$\bar{X} = 3.55$ (N = 67) | 7.4 | 43.3 | 29.9 | 17.9(%) |
| 8. | Tutorial helped me reduce my anxiety about this course. | 1.5<br>$\bar{X} = 3.82$ (N = 67) | 4.5 | 32.8 | 32.8 | 28.4(%) |
| 9. | I appreciated the opportunity to discuss the course materials with the Resident Hall/Individual Tutor. | 1.5<br>$\bar{X} = 4.24$ (N = 67) | 0 | 16.4 | 37.3 | 44.8(%) |
| 10. | I learned problem-solving strategies from the Resident Hall/Individual Tutor. | 1.5<br>$\bar{X} = 3.90$ (N = 67) | 4.5 | 26.9 | 37.3 | 29.8(%) |
| 11. | The Resident Hall/Individual Tutor encouraged me to work with other students to solve problems. | 3.0<br>$\bar{X} = 4.09$ (N = 66) | 1.5 | 16.7 | 40.9 | 37.9(%) |
| 12. | The Resident Hall/Individual Tutor helped me develop my critical-thinking abilities. | 1.5<br>$\bar{X} = 3.81$ (N = 67) | 3.0 | 29.8 | 44.8 | 20.9(%) |
| 13. | The Resident Hall/Individual Tutor provided me with reassurance that I knew the course material. | 1.5<br>$\bar{X} = 4.02$ (N = 66) | 3.0 | 16.7 | 50.0 | 28.8(%) |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | | |
|---|---|---|---|---|---|---|
| 14. | The Resident Hall/Individual Tutor recognized me as an individual person. | 1.5<br>$\overline{X}$ = 4.18 (N = 66) | 1.5 | 19.7 | 31.8 | 45.5(%) |
| 15. | I felt free talking to the Resident Hall/Individual Tutor about course material that I did not understand. | 3.0<br>$\overline{X}$ = 4.36 (N = 66) | 0 | 13.6 | 24.3 | 59.1(%) |
| 16. | The Resident Hall/Individual Tutor helped me acquire the skills necessary to solve problems independently. | 1.5<br>$\overline{X}$ = 3.95 (N = 65) | 1.5 | 26.2 | 41.6 | 29.2(%) |
| 17. | Tutorials have help me verbalize and communicate my ideas and thoughts in an organized fashion. | 0<br>$\overline{X}$ = 3.89 (N = 65) | 3.1 | 27.7 | 46.1 | 23.1(%) |
| 18. | I will probably request a tutor for Fall Quarter. | 0<br>$\overline{X}$ = 4.72 (N = 65) | 1.5 | 4.6 | 13.9 | 80.0(%) |

19. I attended tutorial sessions approximately:

| | | |
|---|---|---|
| 1. 1 to 5 hours a week | 25.0% | |
| 2. 6 to 10 hours a week | 34.4% | |
| 3. 11 to 15 hours a week | 28.1% | N = 69 |
| 4. 16 or more hours a week | 12.5% | |

20. Please rate your Resident Hall/Individual Tutor's overall performance on a scale from "1" meaning POOR to "10" meaning EXCELLENT, by circling the appropriate number.

(N = 64)
8.42

Poor — Neutral — Excellent

1 2 3 4 5 6 7 8 9 10

USE THE BACK OF THIS QUESTIONNAIRE FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!

FSP/TSP - 8/88

# APPENDIX III

## STRATEGIES FOR IMPROVING THE EVALUATION

### Academic Course Evaluations

- To ensure that identification information is available on every Academic Course Evaluation, labels containing students NAME and UCLA ID NUMBER will be pre-affixed to each questionnaire
- All three Academic Course Evaluation questionnaires will undergo review to ensure that the questions being asked are relevant to the goals and objective of the Freshman Summer and Transfer Summer Programs

### Mathematics Professional Development Program (PDP) Interviews

- PDP interviews should take place during the actual Workshop sessions

# CHAPTER III
# THE FILMS AND FORUMS SERIES

# EXECUTIVE SUMMARY
# THE FILMS AND FORUMS SERIES

__Goals and Objectives__. The Films and Forums (F/F) portion of the 1988 Freshman Summer and Transfer Summer Programs (FSP/TSP) was, according to the F/F Coordinator, designed to accomplish the following five goals: (1) To help Summer Program students develop and enhance their critical thinking and analytical skills in dealing with major issues which affect their lives as students and as citizens; (2) To raise the awareness level of Summer Program students regarding major social, cultural, and political issues; (3) To empower Summer Program students to think independently and to become responsible for their own decision making regarding social, cultural, and political issues; (4) To encourage students to develop oral and analytical skills through a structured discussion group format; and (5) To integrate F/F with academic coursework through coordinated writing assignments, in-class discussions, reading assignments, faculty seminars, and counseling workshops.

__Session Evaluations__.

__1. Education and Affirmative Action Forum Conclusions__. The results reflected a generally positive attitude toward the first Films and Forums session. Respondents gave the presenters and moderators high ratings. Respondents also indicated that the F/F gave them a better understanding of affirmative action, who benefits from AA programs, and how AA impacts them, as students. Respondents indicated that they were generally comfortable expressing their opinions during the small group session and that the small group moderators did a good job facilitating the discussions. Respondents indicated that the topic "Affirmative Action" should be included in the 1989 F/F series (refer to pages 3.4 - 3.5).

__2. Power in A Changing Society Forum Conclusions__. Responses to this Forum were not as positive as responses to the previous Forum. Respondents gave the presenters and moderators only moderate ratings. Possible reasons for the lower ratings were that the presenters did not hold diverse viewpoints and that the moderators acted more like panelists than facilitators. Respondents also indicated that many of the intended goals and objectives of the Forum were not accomplished. The small groups discussions did not take place during this Forum. One-fourth of the respondents rated the Forum as "Poor" (refer to pages 3.5 - 3.8).

__4. The Politics of Sex Forum Conclusions__. Ratings given to the moderators and presenters ranged from moderate to moderately high. Respondents generally indicated that they did not receive enough information to understand the topic thoroughly. Small group discussions did not take place. Almost the entire population indicated that the topic should be included in the 1989 series. In addition, three-quarters of the respondent gave the Forum an overall rating of "Very Good" or "Good" (refer to pages 3.8 - 3.9).

__General Attendance Pattern__. Almost one-third of the students responding indicated that they did not attend any of the F/F sessions. The two most frequently cited reasons were academic demands or no interest in the topics. Of those students attending at least one F/F, a large percentage left early. The two most frequently cited reasons were academic demands or lost interest in the topic (refer to pages 3.9 - 3.11).

## Recommendations.

(refer to pages 3.12 - 3.13)

### To Improve Attendance:

(1) Start and end each Films and Forums on time
(2) Follow a set agenda that includes: A large group debate, a large group question and answer session, and a small group discussion session
(3) Avoid scheduling Films and Forums on two consecutive days
(4) Avoid scheduling a Forum during the week of midterms or finals
(5) Encourage Tutors not to schedule sessions during a F/F
(6) Increase students' interest in the topic areas by creatively advertising the F/F before-hand

### To Improve Presentations:

(1) Choose panelists who have different viewpoints
(2) Change large panel discussion to a debate format, so that the issues raised can serve as a stimulus for the small group discussions
(3) Have the panelists follow more closely the Forum outline provided by the F/F Coordinator so that all intended topics are addressed
(4) Explain to presenters the role of Films and Forums in the overall Summer Program structure

### To Improve Moderators' Role:

(1) Train the moderators on facilitation techniques to avoid their assuming the role of presenter or panelist
(2) Explain the format and agenda at the beginning of each F/F session and hold more closely to the time allotted for each activity
(3) Explain to moderators the role of Films and Forums in the overall Summer Program structure

### To Improve the Large Group Question and Answer Sessions:

(1) Identify AAP staff members by name tag so that the Presenters/Moderators can easily distinguish students from staff
(2) Encourage student response to the Presenters and limit staff response

### To Improve the Small Group Discussion Sessions:

(1) Keep small group discussion sections as a dependable part of the Films and Forums agenda
(2) Train small group discussion leaders in techniques designed to balance responses from quieter and more vocal members of the group

# THE FILMS AND FORUMS SERIES

## INTRODUCTION

The Films and Forums (F/F/) portion of the 1988 Freshman Summer and Transfer Summer Programs (FSP/TSP) was, according to the F/F Coordinator, designed to accomplish the following five goals: (1) To help Summer Program students develop and enhance their critical thinking and analytical skills in dealing with major issues which affect their lives as students and as citizens; (2) To raise the awareness level of Summer Program students regarding major social, cultural, and political issues; (3) To empower Summer Program students to think independently and to become responsible for their own decision making regarding social, cultural, and political issues; (4) To encourage students to develop oral and analytical skills through a structured discussion group format; and (5) To integrate F/F with academic coursework through coordinated writing assignments, in-class discussions, reading assignments, faculty seminars, counseling workshops, etc. (see Films and Forums Section, 1988 Summer Programs Handbook).

Six F/F were held between August 10 and September 7, 1988. Each F/F was designed to included a large group presentation moderated by a UCLA faculty member and an undergraduate Summer Peer Counselor, followed by small group discussions led by AAP Professional and Summer Peer Counseling staff members. In reality, the presentations were generally moderated by AAP staff members, rather than UCLA faculty members and not all F/F were followed by small group discussions. The individual topics for the six F/F were selected by AAP staff because of their potentially broad appeal, social relevance, and opportunities for integration with classroom, counseling, and other program activities. The topics and dates from all six F/F are found in Figure 1, and the agendas from all six sessions may be found in Appendix I.

## METHODOLOGY

Each F/F session was evaluated using an **End-of-Session Questionnaire**, designed to assess the quality of the presenters and moderators, the quality of the small group discussions, and the degree to which the goals and objectives of the session were met. Trained observers also attended each F/F program, to take field notes on the climate, setting, and large and small group activities. To keep track of the number of students attending each of the sessions, sign-in sheets were maintained. In addition to the individual session evaluations, a **Films and Forums Student Interest Questionnaire** was distributed to program participants during the last week of FSP/TSP. The questionnaire was designed to assess the degree to which student interest in social, cultural, and political issues had increased, and, if so, to what extent did this increase in interest lead to an increase in inquiry.

### Session Sign-in Sheets

To record the number of students attending each of the six F/F, sign-in sheets were maintained for each session. The coordination of the sign-in sheets was carried out by AAP and Summer Peer Counseling staff members. Students who attended a F/F were asked to provide the staff member with their name and UCLA Student Identification Number. The number of students signing-in at each F/F session was used as an indicator of the number of students attending that particular session (see Figure 1, Size of Population). Because the process of signing-in students was not perfected until the third session, the numbers obtained from the first two sessions do not represent a valid indication of the number of students actually in attendance.

### Session Questionnaires

Purpose. Session questionnaires were developed to obtain information on three aspects of each F/F session: (1) the quality of the presenters and moderators; (2) the degree to which the goals and objectives were met; and (3) the quality of the small group interactions. (Copies of all six questionnaires can be found, in chronological order, in Appendix II). On almost every occasion, however, agendas underwent revisions until either the day before, or the day of the event. Therefore, there was little opportunity for the evaluator to construct detailed questionnaires.

Distribution and Collection. The questionnaires were originally designed to be distributed by Peer Counselors at the end of the small group discussions. Program participants were to be instructed to complete the questionnaire before leaving and to return them to a pre-designated Peer Counselor. This method of distribution and collection became obsolete after the second F/F, given the fact that small group discussion sections became an optional part of the program. In an attempt to modify the collection and distribution of the session questionnaires to better fit the varying formats of the subsequent Forums, the questionnaires were distributed to program participants as they signed in. The Peer Counselors were instructed to collect the questionnaires at the end of the session and to return them to a pre-designated evaluation team member. From the response rates presented in Figure 1, it is clear that a breakdown in this process occurred.

### Session Field Observers

Anywhere from three to four trained UCLA graduate students attended each of the six F/F as observers, taking naturalistic field notes using unstructured observation protocols. Using the narrative method, observers recorded events in as much detail as possible and in the order in which they occurred. Observers were instructed to pay particular attention to the setting, climate, actors, activities, and interactions between program participants and AAP staff members. Each of the seven members of the team had previous training in naturalistic observation, and were in no way was associated with FSP/TSP or AAP. Before the start of the program, the evaluator trained the field observers on the goals and objectives of AAP and especially of the F/F component. In addition, the observers were provided with a list of important types of activities to which their attention should be directed. The evaluator met with the field observers on a weekly basis to discuss observation techniques and the protocols.

### Films and Forums Student Interest Questionnaire

The Films and Forums Student Interest Questionnaire (FFSIQ) was designed to assess both individual session attendance patters and the degree to which students' interest in social, cultural, and political issues increased, and if so, to what extent did this increase lead to an increase in inquiry. The FFSIQ was mailed to ever FSP/TSP students' summer mailing address during the last two weeks of FSP/TSP. Students were instructed to return their completed questionnaire to either an AAP staff member at Campbell Hall or to their Resident Hall Assistant. Students were informed that upon return of their completed questionnaire, they would receive either a UCLA Grade Card or Blue Book.

## RETURN RATES

Session Questionnaires. Figure 1 presents the number of students attending each of the six Films and Forums and the number of students who completed and returned session questionnaires. As stated earlier, the reliability of the number of students attending the first two sessions is questionable, given the fact that the process of signing-in students had not been perfected. While the number of students attending the last four F/F are still approximate, they more closely represent the actual number attending the sessions. **During the last four F/F, the number of program participants in attendance ranged from a low of 34 to a high of 79.** There are several possible reasons why the F/F sessions experienced such low

## FIGURE 1
## FILMS AND FORUMS RETURN RATES

| Session | Date of Session | Size of Population* | Number Returned | Return Rate % |
|---|---|---|---|---|
| *1. EDUCATION AND AFFIRMATIVE ACTION*** | 8/10/88 | 66*** | 24 | 36% |
| *2. RELATIONSHIPS IN THE 80'S* | 8/17/88 | 150*** | 8 | 5% |
| *3. POLITICAL POWER IN A CHANGING SOCIETY*** | 8/24/88 | 79 | 26 | 33% |
| *4. THE POLITICS OF SEX*** | 8/31/88 | 73 | 52 | 71% |
| *5. A LUTA CONTINUA ... THE STRUGGLE CONTINUES***** | 9/01/88 | 34 | 5 | 15% |
| *6. RACE AND CULTURE IN A DIVERSE SOCIETY* | 9/07/88 | 78 | 18 | 23% |
| *FILMS AND FORUMS STUDENT INTEREST QUESTIONNAIRE* | | 670 | 127 | 19% |

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**The number of students attending each of the six Films and Forums was confirmed by the AAP Director*

***Responses to these questionnaires were analyzed*

****This number does not represent a valid indication of the actual size of the population in attendance*

*****The name of this F/F was changed on the 9/1/88 from "USA, the Third World, and You" to its current title* participation rates. The observers noted the Forums tended to start 30 to 45 minutes late and lasted over an hour longer than scheduled. In addition, two Forums were scheduled on consecutive days, and one was scheduled during an examination period.

Figure 1 also presents the return rate for questionnaires from each session. The return rates across all six F/F range from a low of 5% to a high of 71%. The cause of this disparity is unclear and may not totally be due to lack of student response. Because the response rates for the Films and Forums held on 8/17/88, 9/1/88, and 9/7/88 were so low, these results were not analyzed. (Strategies for improving the evaluation are discussed in Appendix III.) The results from the remaining three F/F are presented below.

Films and Forums Student Interest Questionnaire. In addition to presenting the return rates for the six F/F sessions, Figure 1 also presents the return rate for the FFSIQ. **Of the 670 questionnaires distributed, 127 returned their questionnaires, indicating a response rate of 19%.** Because the response rate was too low, sections of the questionnaire could not be appropriately analyzed. This specifically refers to the section on the assessment of increase in interest. (the frequency counts for each question can, however, be found in Appendix II, Films and Forums Student Interest Questionnaire.) In addition, the low response rate precludes the chance of generalizing the findings to the entire population of FSP/TSP students. But, the responses to the first section can, however, provide information on general attendance patterns and reasons for non-attendance. (Strategies for improving the evaluation are discussed in Appendix III.)

## FINDINGS

### FORUM: EDUCATION AND AFFIRMATIVE ACTION (8/10/88)

Goals and Objectives. The objectives of the Education and Affirmative Action Forum, as provided by the F/F Coordinator, " ... were to explore the relationship between affirmative action and educational opportunities through an historical perspective and from the personal experiences of successful minority professionals" (see the Films and Forums Section, 1988 Summer Programs Handbook). In addition, the Forum was designed to assess the promise and reality of affirmative action and equal access to educational opportunities and to assess the effect of affirmative action at UCLA. Of the 66 program participants who signed-in, 24 completed and returned their questionnaires, indicating a return rate of 36%. Because this rate is low, it will be difficult to generalize the findings to the total population of students attending this F/F.

Assessment of the Presenters and Moderators. Respondents were first asked to rate, on a scale of 1 (Not at all Effective) to 5 (Very Effective), how well each presenter and moderator focused in on the theme of "Education and Affirmative Action" (see Appendix II, Education and Affirmative Action Questionnaire, questions #1 - #6). **All three presenters and the one moderator received a mean rating of 4.3 or above, indicating that the respondents thought that the presenters and moderators "Very Effectively" focused in on the topic.** When asked whether or not they felt that the presenters discussed different perspectives of affirmative action, 74% said "Yes," 13% said "No," and 13% said that they were "Not Sure" (see question #18).

Films and Forums' Goals and Objective. Respondents were then asked to assess the degree to which the Forum had accomplished its goals and objectives by giving them a better understanding of the topic area. Respondents were presented with a series of seven statements on various topics that were to be addressed during the Forum, and asked to rate each statement on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) that the Forum increased their understanding of the topic. **All seven statements received a mean rating of 4.18 or above, indicating that respondents thought that the information they received gave them a better**

**understanding of the following: affirmative action (AA) and who benefits from AA programs; the effectiveness of UCLA's AA programs and how AA policy affects student admissions, staff and faculty hires, and business procurement; of the relationship between AA and educational opportunities; and how AA impacts them, as students** (see questions #7 - #13).

Contrary to student response, the field observers indicated that none of the speakers addressed the historical perspectives of affirmative action; affirmative action programs and policy at UCLA; the strengths and weaknesses of affirmative action program and policy; or how affirmative action policy/programs affects student admissions, staff and faculty hire, and business procurements. Rather, the field observers indicated that speakers tended to focus on personal experiences, explaining the need for students to take advantage of the opportunities available to them at UCLA.

Small Group Discussions. Respondents were also asked a series of questions about the small group discussions (see questions #14 - #16). **Approximately 91% of the respondents said that they were "Comfortable" expressing their opinions during the small group discussion, 100% indicated that most members of their small group "Respected" the opinions of others, and 96% said that their group moderator did an "Excellent" job facilitating the group discussion.** These comments were corroborated by the field observers, who indicated that the ideas offered by students and moderators were well respected by others, and that the moderators did a good job of stimulating discussion on the topic of affirmative action. Observers also indicated that the small group moderators needed to draw quieter members of the group into the discussion.

Overall Forum Rating. Finally, respondents were asked to give an overall rating of this Forum (see question #20) to indicate whether or not the topic of Affirmative Action should be included in the 1989 series (see question #19) and to indicate whether or not the presentation inspired them to find out more about the topic (see question #17). These results are presented in Table 1. **One-hundred percent (100%) of the respondents indicated that the topic should be included in the 1989 F/F series. Furthermore, 62.5% gave the F/F an overall rating of "Excellent," while the remaining 37.5% gave the program an overall rating of "Very Good." And, when the respondents were asked whether or not the presentation inspired them to find out more about "Education and Affirmative Action," 91% said "Yes" and 9% said that they were "Not Sure." None of the respondents indicated that the Forum did not inspire them to find out more about the topic.** In summary, it is clear that respondents left with a very positive impression of this first Films and Forums.

Conclusions. *In summary, the results reflected a generally positive attitude toward the first Films and Forums session. Respondents gave the presenters and moderators very high ratings. Respondents also indicated that the F/F gave them a better understanding of affirmative action (AA), who benefits from AA programs, and how AA impacts them, as students. Respondents indicated that they were generally comfortable expressing their opinions during the small group session and that the small group moderators did a good job facilitating the discussions. Respondents also indicated that the topic "Affirmative Action" should be included in the 1989 F/F series.*

## FORUM: POWER IN A CHANGING SOCIETY (8/24/88)

Goals and Objectives. The objectives of the Power in a Changing Society Forum, as provided by the F/F Coordinator, were to increase student awareness of political and social issues in California and in the United States and to review political issues in their historical and current context (see Films and Forums section of the 1988 Summer Programs Handbook). In addition, this session was designed to initiate discussion on careers in politics for minorities and the role of education in creating these opportunities. Of the 79 program participants who signed-in, 26 completed and returned their questionnaires, indicating a return rate of 33%.

## TABLE 1
## FILMS AND FORUMS OVERALL RATINGS

| Question | 1. Education and Affirmative Action | 3. Political Power in a Changing Society | 4. The Politics of Sex |
|---|---|---|---|
| *Should Topic be Included in 1989:* | | | |
| Yes | 100.0% | 75.0% | 96.3% |
| No | 0.0 | 10.0 | 2.1 |
| Not Sure | 0.0 | 15.0 | 4.3 |
| | (N=24) | (N=20) | (N=47) |
| *Overall Rating of the Films and Forums:* | | | |
| Excellent | 62.5% | 21.7% | 55.3% |
| Very Good | 37.5 | 13.0 | 23.4 |
| Good | 0.0 | 21.7 | 10.6 |
| Average | 0.0 | 8.7 | 4.3 |
| Fair | 0.0 | 8.7 | 2.1 |
| Poor | 0.0 | 26.2 | 4.3 |
| Very Poor | 0.0 | 0.0 | 0.0 |
| | (N=24) | (N=23) | (N=47) |
| *Films and Forums inspired me to learn more about this topic:* | | | |
| Yes | 91.3% | 57.9% | 63.0% |
| No | 0.0 | 10.5 | 17.4 |
| Not Sure | 8.7 | 31.6 | 19.6 |
| | (N=23) | (N=19) | (N=46) |

Given this low rate, it will be difficult to generalize the findings to the total population of students that attended this Forum.

Assessment of the Presenters and Moderators. The format of this questionnaire follows very closely to the format of the previous F/F questionnaires. The respondents were first asked to rate, on a scale of 1 (Not at all Effective) to 5 (Very Effective), the extent to which each presenter and moderator focused on the theme of Power in a Changing Society (see Appendix II, Power in a Changing Society Questionnaire, questions #1 - #5). **The mean ratings received by the three presenters ranged from a high of 4.27 to a low of 3.04, indicating that the respondents thought that the presenters were only "Moderately Effective" to "Effective" in focusing in on the theme of this Forum.** This finding was corroborated by the results from question #18 -- "I got different perspectives on this topic from the presenters." Here, only 40% of the respondents said "Yes", while 50% said "No" and 10% said that they were "Not Sure." The field observers also commented on the fact that the presenters did not present diverse viewpoints. **The mean ratings for the two moderators ranged from a high of 3.39 to a low of 3.04. Again, indicating that the respondents considered the moderators only "Moderately Effective" in focusing in on the topic of this Forum.** The field observers noted that a possible explanation for the mediocre ratings could be due to the fact that the moderators acted more like panelists than facilitators.

Films and Forums' Goals and Objective. Respondents were then asked to assess the degree to which the Forum had accomplished its goals and objectives by indicating the extent to which attending the Forum resulted in a better understanding of the topic area. Respondents were presented with a series of seven statements on various topics that were to be addressed during the Forum and were asked to rate each using a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) that the Forum increased their understanding of the topic. **The mean ratings for the seven statements ranged from a high of 3.58 to a low of 2.32, indicating that many of the intended goals and objectives of this Forum were not accomplished. The following three goals and objectives received a mean rating below 3.0 -- "I have a better understanding of how and why the drug problem is a political issue" (question #9); "I have a better understanding of how to effectively exercise political power here at UCLA" (question #10); and "I know more about the political nature of UCLA" (question #12).** In other words, respondents did not receive enough information on these issues to thoroughly understand them. The field observers noted that the presenters not only were weak in these topic areas, but were vague about specific issues and had difficulty sticking to the topics.

Small Group Discussions. Respondents were then asked a series of questions on the small group discussions. Unfortunately, a decision was made during the session not to break into small groups. The field observers noted that it would have been beneficial to break into small groups because it was apparent in the large group format that AAP staff members and a few students dominated the question and answer session.

Overall Forum Rating. Finally, respondent were asked to give an overall rating of this Forum (see question #20), to indicate whether or not the topic of Power in a Changing Society should be included in the 1989 series (see question #19), and to indicate whether or not the presentation inspired them to find out more about the topic (see question #17). These results are presented in Table 1. **Three-fourths of the respondents (75%) indicated that the topic should be included in the 1989 F/F series, while 10% said it should not be included, and 15% said that they were not sure.** These findings are very different from the Affirmative Action Forum results, where 100% of the respondents said that the topic should be included in 1989. When asked to give an overall rating of this Forum, approximately **22% of the respondents said it was "Excellent," 13% said it was "Very Good," 22% said it was "Good," 9% said it was "Average," 9% said it was "Fair," and 26% said that it was "Poor".** Again, this is quite a difference from the Affirmative Action Forum results, where 100% of the respondents indicated that they thought the session was either "Excellent" or "Very Good." And Finally, **the respondents were asked to what extent this F/F inspired them to find out more about "The Role of Minorities in Politics and Education." Sixty percent (60%) of the respondents indicated that they were inspired to find out more on the topic, 11% said that they were not inspired,**

**and 32% were not sure.** On the whole, this Forum did not receive as positive a reception as the previous Forum.

Conclusions. *Respondents did not rate this Forum as positively as they did the Affirmative Action Forum. Respondents gave the presenters and moderators only moderate ratings. Possible reasons for the lower ratings were that the presenters did not hold diverse viewpoints and that the moderators acted more like panelists than facilitators. Respondents also indicated that many of the intended goals and objectives of the Forum were not accomplished. The small groups discussions did not take place during this Forum. One-fourth of the respondents rated the Forum as "Poor."*

## FORUM: THE POLITICS OF SEX (8/31/88)

Goals and Objectives. The objectives of The Politics of Sex Forum, as provided by the F/F Coordinator, were to explore the concept and definition of sexism, to raise awareness and consciousness about sexism in society and at UCLA, and to empower students to deal effectively with sexist behavior (see Films and Forums section, 1988 Summer Programs Handbook). Of the 73 program participants who signed-in, 52 returned their completed questionnaires, indicating a return rate of 71%. The high return rate makes it possible to generalize these results to the entire population of students attending this Forum.

Assessment of the Presenters and Moderators. Again, the format of this questionnaire follows very closely the format of all previous F/F questionnaires. The Respondents were first asked to rate, on a scale of 1 (Not at all Effective) to 5 (Very Effective), how well each presenter and moderator focused in on the theme of "The Politics of Sex" (see Appendix II, The Politics of Sex Questionnaire, questions #1 - #4). **The two presenters who participated in this Forum received very different ratings; one received a mean rating of 4.7 (Very Effective), while the other received a mean rating of 3.4 (Moderately Effective).** This disparity between the ratings may be due to the fact that, as noted by the field observers, both presenters covered the same topics in their presentations. **The mean ratings for the two moderators were fairly similar, with both receiving a rating of about 3.7 (Moderately Effective).**

Films and Forums' Goals and Objective. Respondents were then asked to assess the degree to which the Forum had accomplished its goals and objectives, by indicating whether attending the Forum resulted in a better understanding of the topic area. Respondents were presented with a series of seven statements on various topics to be covered in the Forum and were asked to rate each on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) that the Forum increased their understanding of the topic. **The mean ratings for the seven statements ranged from a high of 4.29 to a low of 3.18,** clearly not as low as the ratings received in the Politics in a Changing Society Forum, but definitely not as high as the ratings received in the Affirmative Action Forum. **The following four intended goals and objectives received a mean rating below a 4.0 — "I have a better understanding of how different people define 'sexism'"; "I understand more clearly how gender differences impact me as a UCLA student"; "I have a better understanding of how different cultures view the roles or men and women"; and "I feel more empowered to effectively deal with sexist behavior".** In other words, respondents did not receive enough information on these topics to understand them thoroughly. The field observers concurred that the presenters did not spend much time discussing these areas.

Small Group Discussions. Respondents were also asked a series of questions on the small group discussions. Unfortunately, a decision was made during the session not to break into small groups. The field observers noted that it would have been beneficial to break into small groups because the sensitive nature of this topic might have inhibited many of the students from asking questions. The field observers also noted that the students seemed somewhat intimidated by the presenters.

Overall Forum Rating. Finally, respondents were asked to give an overall rating of this Forum (see question #28), to indicate whether or not the topic of The Politics of Sex should be included in the 1989 series (see question #17), and to indicate whether or not the presentation inspired them to find out more about the topic (see question #15). These results are presented in Table 1. **Ninety-four percent (94%) of the respondents indicated that this topic should be included in the 1989 F/F series, while only 2% said it should not be included and 4% said that they were not sure.** These findings are very similar to the Affirmative Action Forum results. **When asked to give an overall rating of this Forum, approximately 55% of the respondents said it was "Excellent," 23% said it was "Very Good," 11% said it was "Good," 4% said it was "Average," 2% said it was "Fair," and only 4% said that they thought that this Forum was "Poor."** While this rating is not as high as the one received by the Affirmative Action Forum, it is far better than the rating received by the Politics and Power Forum. And finally, respondents were asked to what extent this Films and Forums inspired them to find out more about the topic of The Politics of Sex. **Sixty-three percent (63%) of the respondents indicated that they were inspired to find out more on the topic, 17% said that they were not inspired, and 20% were not sure.** The mixed results received by this Forum indicate that the respondents may have found the topic relevant and interesting, but, without using the small discussion group format, students may not have developed enough interest to purse the topic.

Conclusions. *The overall response to this Forum was not as positive as was received by the first F/F, but higher than the third one. Respondents gave varied ratings to the presenters and moderators. Respondents generally indicated that they did not receive enough information to understand the topic thoroughly. The small group discussions did not take place. Almost the entire population indicated that the topic should be included in the 1989 series. In addition, three-quarters of the respondent gave the Forum an overall rating of "Very Good" or "Good."*

## FILMS AND FORUMS STUDENT INTEREST QUESTIONNAIRE

Objective. As stated previously, the Films and Forums Student Interest Questionnaire (FFSIQ) was designed to assess both session attendance patterns and the degree to which students interest in social, cultural, and political issues increased, and if so, to what extent did this increase in interest lead to an increase in inquiry. (See Appendix II for a copy of the Films and Forums Student Interest Questionnaire.)

Attendance Patterns. Table 2 presents the number of students who indicated attending each F/F session, in addition to those students who indicated that they did not attend any of the six sessions (see Appendix II, Films and Forums Student Interest Questionnaire, question #1). The largest percentage of students attended the second F/F session "Relationships in the 80's". After this F/F, there was a marked decrease in the number of students attending the subsequent session "Politics and Power" (15%). The smallest percentage of students attended the fifth F/F, "USA, the Third World, and You" (11%). **Almost one-third (31%) of the students indicated that they "Did Not Attend Any Session." When this group of students was asked why they did not attend any sessions (question #5), the most frequently cited response (38 responses) was academic demands (too much homework or conflict in time with a tutorial session). This was followed by responses that dealt with a "lack of interest in the topic area" (12 responses).**

The students who attended one or more F/F session were asked whether or not they left any of the sessions early (question #2). If they left a session early, they were then asked which sessions they left early (question #3) and the reason(s) why they left (question #4). Of the 87 students who indicated that they attended at least one of the six F/F sessions, over three-fourths of the students (79%) left at least one session early. Table 2 also presents the number and percentage of students that left each session early. With the exception of the second F/F "Relationship in the 80's", **approximately 10% of the students that attended each of the other sessions left early.** When asked about the reasons they left early, the most common response

## TABLE 2
## THE NUMBER THAT ATTENDED EACH FILMS AND FORUMS AND THE NUMBER THAT LEFT EACH FILMS AND FORUMS EARLY

| Session | Number Attending | Number Leaving Early |
|---|---|---|
| *1. EDUCATION AND AFFIRMATIVE ACTION* | 30 (24%) | 13 (10%) |
| 2. RELATIONSHIPS IN THE 80'S | 60 (48%) | 37 (29%) |
| *3. POLITICAL POWER IN A CHANGING SOCIETY* | 19 (15%) | 7 ( 6%) |
| *4. THE POLITICS OF SEX* | 42 (33%) | 14 (11%) |
| *5. A LUTA CONTINUA ... THE STRUGGLE CONTINUES* | 14 (11%) | 10 ( 8%) |
| *6. RACE AND CULTURE IN A DIVERSE SOCIETY* | 24 (19%) | 14 (11%) |

**(40 responses) was academic demands (too much homework or conflict in time with a tutorial session), this was followed by responses that dealt with a loss of interest in the topic (16 responses), the length of the sessions (7 responses), and (7 responses) the moderation of the sessions (the sessions got out of hand).**

**Conclusions**. *Almost one-third of the students indicated that they did not attend any of the F/F sessions. The two most frequently cited reasons were academic demands or no interest in the topics. Of those students attending at least one F/F, a large percentage left early. The two most frequently cited reasons were academic demands or loss of interest in the topic.*

## RECOMMENDATIONS

### To Improve Attendance

- Start and end each Films and Forums on time
- Follow an agenda similar to:

  1 hour - Large group presentation (Debate)
  30 min - Large group question and answer period
  1 hour - Small group discussion

- Avoid scheduling Films and Forums on two consecutive days
- Avoid scheduling a Forum during the week of midterms or finals
- Encourage Tutors not to schedule tutorial sessions during a Films and Forums
- Increase students' interest in each Films and Forums topic by creatively advertising before each session

### To Improve the Presentations

- Choose panelists who have different viewpoints
- Change large panel discussion to a debate format, so that the issues raised can serve as a stimulus for the small group discussions
- Have the panelists follow more closely the Forum outline provided by the Films and Forums Coordinator so that all intended topics are addressed
- Explain to presenters the role of Films and Forums in the Overall Summer Program structure

### To Improve the Moderators' Role

- Train the moderators on facilitation techniques to avoid their taking on the role of presenter or panelist
- Explain the format and agenda at the beginning of each Films and Forums session and hold more closely to the time allotted for each activity
- Explain to moderators the role of Films and Forums in the Overall Summer Program structure

### Large Group Question and Answer Sessions

- Identify AAP staff members by name tag so that the Presenters/Moderators can easily distinguish students from staff
- Encourage student response to the Presenters and limit staff response in order to improve critical thinking and formulation of oral questions

To Improve Small Group Discussion Sessions

- Keep small group discussion sections as a dependable part of the Films and Forums agenda. Small group discussions will enable students to explore in more depth, the concepts presented

- Train small group discussion leaders in techniques designed to balance responses from quieter and more vocal members of the group

# APPENDIX I

# 1988 FILMS AND FORUMS

Education and Affirmative Action: How did you get to UCLA and why should you stay?.

Objectives:

1. To explore the relationship between affirmative action and educational opportunities through an historical perspective and from the personal experience of successful minority professionals;
2. to assess the promise vs. the reality of affirmative action and equal educational opportunity;
3. to assess the effect of affirmative action at UCLA in student admissions, staff and faculty hires, business procurement and other relevant areas.

Moderators: Gloria Montenegro, AAP Counselor
Lorelie Olaes, AAP Counselor

Presenters: Phyllis Hart, LAUSD Counselor/CAIP Counselor Liaison

Esther McShane, Principal, LAUSD

Dr. Raymund Paredes, Associate Dean, Graduate Division, UCLA

Constance Rice, Esq. Director, UCLA Undergraduate Student Affirmative Action Commission

Format:

(1) 10-15 minute presentations by each panelist including

(a) their personal journey through the educational system, including barriers and access opportunities and
(b) what they are doing in their personal and professional roles to foster affirmative action

(2) Small group discussions led by AAP staff and peer counselors (and facilitated by moderators).

## 1988 FILMS AND FORUMS

Relationships in the 80's: What are the new realities?

Objectives:

(1) To explore our assumptions and attitudes about the nature of relationships, including role definitions, behavior expectations, communication styles.

(2) to help students develop skills in building satisfactory, functional relationships, including definitions, communication styles and expectations.

(3) to explore effective strategies for dealing with changes in relationships, including break-ups; how to reevaluate and redefine relationships over time.

(4) to increase student awareness of the types and levels of responsibilities involved in developing and maintaining productive relationships.

Moderator: Dennis Schaffer, AAP Peer Counselor
Dana Folz, AAP Peer Counseling Coordinator

Presenters: Ernest Smith, M.D., Professor of Pediatrics, Charles Drew Postgraduate Medical School

Leslie Jackson, Ph.D., UCLA Office of Student Psychological Services

Feelie Lee, Ph.D., Psychologist and Director, Pacific Rim Project, UCLA University Extension

Michael Puente, Health Educator, Hollywood-Sunset Community Clinic and 1987 FSP Dorm Counselor

Format: Moderator introduces topic and presenters

Opening questions from audience 20 min.

Presentation by Dr. Smith - Personal, social, and cultural issues in family relationships 20 min.

Presentation by Dr. Jackson - Personal, social, and issues in peer/interpersonal relationships, including romantic aspects of these relationships 20 min.

Presentation by Feelie Lee, Ph.D. - Taking responsibility in relationships, including sexual responsibility: Some general observations and some culturally based issues 20 min.

| | |
|---|---|
| Presentation by Michael Puente - Cultural issues and family relationships/Health issues in relationships | 20 min. |
| Question and Answer period | 20 min. |
| Break and assemble into small groups | 10 min. |
| Small group discussions | 1 hr. |

Topics to cover:

(a) What is the definition of a "good" relationship? Are there some specific characteristics? Some specific principles?

(b) What are the basic reponsiblities in a relationship? How does one assume responsibility in (and for) a relationship? Do both partners have equal responsibility, i.e. parent and child, male and female, etc?

(c) What are the conflicts and issues in entering nontraditional relationships, e.g. inter-racial relationships, gay and lesbian relationships, etc.

(d) How can students reduce the risk of negative consequences of sexual relationships, e.g. sexually transmitted diseases (STDs), AIDS, pregnancy, etc.?

(e) What are the types of pressures in family relationships which can affect student performance? In peer relationships? In sexual relationships? In romantic relationships?

(f) What are some good coping strategies for dealing with the changing nature of relationships? Breaking up relationships?

# 1988 FILMS AND FORUMS

## Power in a Changing Society: Minority Leaders in Politics

Objectives: to increase student awareness of political and social issues in California and in the United States
to review political issues in their historical and current context
to initiate discussion on careers in politics for minorities and the role of education in creating opportunities

Moderator(s): Franklin Gilliam, Assistant Professor, Dept. of Political Science
Kery Billingly, AAP Peer Counselor

Presenters: Councilman Danny Tabor, City of Inglewood
Councilman Richard Alatorre, City of Los Angeles
Marguerite Archie-Hudson, Associate Director, AAP
Format: panel presentation followed by small group discussion

Topics to cover:

(a) What are the definitions of "politics"? Political power? What are the most effective ways to exercise political power?
(b) How do minorities gain political power-in Ca.? in the U.S.?
(c) What are examples of the effective use of Political Power in the minority community?
(d) Is education a political issue?
(e) Is the problem of drugs a political issue?
(f) What is the political nature of UCLA-Affirmative Action, admissions, governance, student activism, etc.?
(g) How can students exercise effective political power? At UCLA? In their communities?

Proposed follow-up activities:
- follow-up in classes (papers and group discussions))
- discussion with counselors
- small groups discussions/seminars
- exploration of opportunities for political involvement

# 1988 FILMS AND FORUMS

## The Politics of Sex

Objectives:

(a) to explore the concept of sexism, including definitional issues
(b) to raise awareness and consciousness about sexism in society and at UCLA, and the impacts of sexist behavior;
(c) to empower students to effectively deal with sexist behavior.

Moderator(s): Marguerite Archie-Hudson, Associate Director,
Academic Advancement Program
Alfonso Jimenez, AAP Counselor

Presenters: Karen Sacks, Director, Women Studies
Professor of Anthropology
Gloria Allred, Esq./Feminist Attorney

Format:

| | |
|---|---|
| Introduction- purpose of forum, introduction of speakers | 5 min. |
| Panel presentations | 30 min. |
| Film | 30 min. |
| Break | 10 min. |
| Question and Answer Session | 30 min. |
| Small group discussions | |

Topics to cover:

(a) Do males have more "value" in our society?
(b) Sexism '60s vs. Sexism '80s /What are the differences in attitudes? expectations?
(c) Sexism on campus-can women get a fair chance in a male dominated environment?
(d) Male vs. Female instructors on campus: Does gender matter? Why?

Concepts to explore: Definitional issues:

(1) Feminism: Whose definition shoud prevail?
(2) Cultural attitudes and conditioning
(3) Economic disparities in employment
(4) Women of color-Do they suffer double oppression?
(5) Sexism: Whose definition should prevail?
(6) Double standards: Who stands accused?

## A Luta Continua...The Struggle Continues:
## South Africa and Central America

Objectives:

(1) to increase students' awareness of the interconnectedness between political issues nationally and internationally.
(2) to review international political issues in historical and current context
(3) to clarify definitions and concepts
(4) to initiate discussion and analyses regarding individual and group behaviors within the political context

Format: skit, panel presentations followed by a poetry reading

Moderator(s): Kelly Navies, AAP Peer Counselor
Santiago Bernal, AAP Peer Counselor

Presenter(s): Mazisi Kunene, Prof. of Linguistics, UCLA

Adolfo Bermeo, Professor of History/Director, AAP

Bernard Walker, Student Activist, Free South Africa Movement

Carlos Vaquerano, Director of "No Human Being is Illegal",program at the Central American Refugee center in downtown Los Angeles

Topics to Cover:

(a) Are there some common themes in political issues in South Africa and Central America?
(b) What are examples of effective use of political power in South Africa and Central America?
(c) What role(s) does the USA play in the politics of these countries? What role(s) should we play?

# 1988 FILMS AND FORUMS

## Race & Culture in a Diverse Society

Objectives:

(a) to explore the concept of racism, including definitional issues and differential impacts on groups
(b) to empower students to deal effectively with racism on campus and in the larger community

Moderators: Mel Oliver, Associate Professor of Sociology
Lisa Appleberry, AAP Peer Counselor

Format:

Introduction- purpose of forum, introduction first speaker. 5 min

Presentation - definitional issues:racism vs. discrimination vs. prejudice vs. ethnocentrism- Are these terms synonymous? Are separation and segregation synonymous terms? (fifteen minute presentation, followed by discussion and question and answer). 30 min.

Presentation on Institutionalized Racism- the racism of the 80s, its forms and effects (fifteen minute presentation, followed by approximately 15 mins. of question and answer) 30 min.

Presentation of a personal account of a producer/film maker in overcoming these obstacles found in the film industry for 15 mins. followed by approximately 15 mins. of discussion.

Break 10 min.

Film- feauturing segments of "Racism 101" and other films documenting acts of racism 45-60 min.

open discussion, moderator led, of what was presented and possible responses. 20 min.

Presenter(s): Antonia Hernandez, Director of MALDEF
Henry Johnson, Filmmaker

# APPENDIX II

# FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION
# EDUCATION AND AFFIRMATIVE ACTION:
# HOW DID YOU GET TO UCLA WHY SHOULD YOU STAY?
AUGUST 10, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you felt the presenters and moderators were in focusing on the theme of this forum.

Rating Scale:

| Not at all Effective | | Moderately Effective | | Very Effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

| | MEAN | (N=) |
|---|---|---|
| **Presenters:** | | |
| 1. Phyllis Hart, LAUSD Counselor/CAIP Counselor Liaison | 4.35 | 23 |
| 2. Esther McShane, Principal, LAUSD | 4.74 | 23 |
| 3. Dr. Raymund Paredes, Associate Dean, Graduate Division, UCLA | ---- | -- |
| 4. Constance Rice, ESQ. Director, UCLA Undergraduate Student Affirmative Action Commission | 4.91 | 23 |
| **Moderators:** | | |
| 5. Gloria Montenegro, AAP Counselor | ---- | -- |
| 6. Lorelie Olaes, AAP Counselor | 4.35 | 20 |

(LINES INDICATE A CHANGE IN THE PRESENTER OR MODERATOR)

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

| Strongly Disagree | | Neutral | | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

| AS A RESULT OF MY ATTENDING THIS FORUM ... | MEAN | (N=) |
|---|---|---|
| 7. I have a better understanding of "Affirmative Action". | 4.64 | 22 |
| 8. I have a better understanding of who benefits from Affirmative Action programs. | 4.41 | 22 |
| 9. I have a better understanding of the effectiveness of UCLA's Affirmative Action program. | 4.41 | 22 |
| 10. I understand more clearly how Affirmative Action at UCLA affects student admissions, staff and faculty hires and business procurement. | 4.18 | 22 |
| 11. I have a better understanding of what Affirmative Action means to me. | 4.59 | 22 |
| 12. I understand more clearly the relationship between Affirmative Action and educational opportunities. | 4.46 | 22 |
| 13. I consider myself an Affirmative Action student. | 4.24 | 21 |

Please answer each of the following questions by circling the most appropriate response.

14. I felt comfortable expressing my opinions during small group discussions.

    1. Yes 90.5%
    2. No 0% (N=21)
    3. Not Sure 9.5%

15. Most members of my small group respected the opinions of others.

    1. Yes 100%
    2. No 0% (N=21)
    3. Not Sure 0%

16. The AAP staff and Peer Counselors that led the small group did an excellent job facilitating the discussion.

| | | | |
|---|---|---|---|
| 1. | Yes | 95.7% | |
| 2. | No | 0% | (N=23) |
| 3. | Not Sure | 4.3% | |

17. This Films and Forum presentation inspired me to find out more about "Education and Affirmative Action".

| | | | |
|---|---|---|---|
| 1. | Yes | 91.3% | |
| 2. | No | 0% | (N=23) |
| 3. | Not Sure | 8.7% | |

18. I got different perspectives on this topic from the presenters.

| | | | |
|---|---|---|---|
| 1. | Yes | 74.0% | |
| 2. | No | 13.0% | (N=23) |
| 3. | Not Sure | 13.0% | |

19. I think that this topic should be included in the 1989 Films and Forums series.

| | | | |
|---|---|---|---|
| 1. | Yes | 100.0% | |
| 2. | No | 0% | (N=24) |
| 3. | Not Sure | 0% | |

20. My overall rating of this Films and Forum is:

| | | | |
|---|---|---|---|
| 1. | Excellent | 62.5% | |
| 2. | Very Good | 37.5% | |
| 3. | Good | 0% | |
| 4. | Average | 0% | (N=24) |
| 5. | Fair | 0% | |
| 6 | Poor | 0% | |
| 7. | Very Poor | 0% | |

PLEASE FEEL FREE TO USE THE BOTTOM OR BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP - 8/88

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

## FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION
## RELATIONSHIPS IN THE 80'S: WHAT ARE THE NEW REALITIES?
AUGUST 17, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you thought the presenters and moderators were in focusing on the theme of this forum.

Rating Scale:

| Not at all Effective | | Moderately Effective | | Very Effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Presenters:

1. Ernest Smith, M.D., Professor of Pediatrics, Charles Drew Postgraduate Medical School _____
2. Leslie Jackson, Ph.D., UCLA Office of Student Psychological Services _____
3. Feelie Lee, Ph.D., Clinical Psychologist and Director, Pacific Rim Project, UCLA University Extension _____
4. Michael Puente, Health Educator, Hollywood-Sunset Community Clinic and 1987 FSP Dorm Counselor _____

Moderators:

5. Dana Folz, AAP Peer Counseling Coordinator _____
6. Dennis Schaffer, AAP Peer Counselor _____

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

```
Strongly                                   Strongly
Disagree              Neutral               Agree
   |_______________________________________|
   |                                       |
   1          2          3          4      5
```

AS A RESULT OF MY ATTENDING THIS FORUM ...

7. I have a better understanding of the principles and characteristics of a good relationship. _____

8. I understand more clearly the conflicts and issues surrounding nontraditional relationships (e.g., interracial or gay-lesbian relationships). _____

9. I know what precautions I can take to reduce the possible negative consequences of sexual relationships (e.g., AIDS, sexual transmitted diseases, emotional conflict and crises). _____

10. I learned how to reduce some of the negative consequences of sexual relationships through the use of coping strategies. _____

11. I understand more clearly how pressures in family relationships can effect my performance as a student. _____

12. I had the opportunity to explore and challenge assumptions and attitudes about expected roles in relationships. _____

13. I understand more clearly the level of responsibility involved in developing and maintaining productive relationships. _____

Please answer each of the following questions by circling the most appropriate response.

14. I felt comfortable expressing my opinions during small group discussions.

    1. Yes
    2. No
    3. Not sure

15. Most members of my small group respected the opinions of others.

1. Yes
2. No
3. Not sure

16. The AAP staff and Peer Counselors that led the small group did an excellent job facilitating the discussion.

1. Yes
2. No
3. Not sure

17. This Films and Forum presentation inspired me to find out more about "Relationships in the 80's".

1. Yes
2. No
3. Not Sure

18. I got different perspectives on this topic from the presenters.

1. Yes
2. No
3. Not Sure

19. I think that this topic should be included in the 1989 Films and Forums series.

1. Yes
2. No
3. Not Sure

20. My overall rating of this Films and Forum is:

1. Excellent
2. Very Good
3. Good
4. Average
5. Fair
6 Poor
7. Very Poor

PLEASE USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP 8/88

# FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION
# POWER IN A CHANGING SOCIETY: MINORITY LEADERS IN POLITICS
AUGUST 24, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us to identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you thought the presenters and moderators were in focusing on the theme of this forum.

Rating Scale:

| Not at all Effective | | Moderately Effective | | Very Effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

| | MEAN | (N=) |
|---|---|---|
| Presenters: | | |
| 1. Lara Larramendi-Blakeley, Councilwomen - City of Monrovia | 3.04 | 26 |
| 2. Danny Tabor, City of Inglewood Councilman | 3.81 | 26 |
| 3. Kevin Acebo, Special Assistant to the Speaker, State of California Legislature | 4.27 | 26 |
| Moderators | | |
| 4. Marguerite Archie-Hudson, Associate Director AAP | 3.39 | 26 |
| 5. Kery Billingly, AAP Peer Counselor | 3.04 | 24 |

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

Strongly Disagree — Neutral — Strongly Agree

1 2 3 4 5

| AS A RESULT OF MY ATTENDING THIS FORUM ... | MEAN | (N=) |
|---|---|---|
| 6. I am more aware of the most effective ways to exercise political power. | 3.31 | 26 |
| 7. I have a better understanding of the definition of "politics" and "political power". | 3.46 | 26 |
| 8. I have a better understanding of how and why education is a political issue. | 3.58 | 26 |
| 9. I have a better understanding of how and why the drug problem is a political issue. | 2.32 | 25 |
| 10. I have a better understanding of how to effectively exercise political power here at UCLA. | 2.62 | 26 |
| 11. I have a better understanding of how to effectively exercise political power in the minority community. | 3.35 | 26 |
| 12. I know more about the political nature of UCLA. | 2.79 | 24 |
| 13. My overall understanding of the role of minorities in politics and education has increased. | 3.16 | 25 |

Please answer each of the following questions by circling the most appropriate response.

14. I felt comfortable expressing my opinions during small group discussions.

1. Yes ---
2. No ---
3. Not sure ---

(LINES INDICATE THAT THIS ACTIVITY WAS NOT CARRIED OUT DUE TO A LAST MINUTE CHANGE IN THE PROGRAM)

15. Most members of my small group respected the opinions of others.

1. Yes ----
2. No ----
3. Not sure ----

16. The AAP staff and Peer Counselors that led the small group did an excellent job facilitating the discussion.

1. Yes ----
2. No ----
3. Not sure ----

17. This Films and Forum presentation inspired me to find out more about "The Role of Minorities in Politics and Education."

1. Yes 57.9%
2. No 10.5% (N=19)
3. Not Sure 31.6%

18. I got different perspectives on this topic from the presenters.

1. Yes 40.0%
2. No 50.0% (N=20)
3. Not Sure 10.0%

19. I think that this topic should be included in the 1989 Films and Forums series.

1. Yes 75.0%
2. No 10.0% (N=20)
3. Not Sure 15.0%

20. My overall rating of this Films and Forum is:

1. Excellent 21.7%
2. Very Good 13.0%
3. Good 21.7%
4. Average 8.7% (N=23)
5. Fair 8.7%
6 Poor 26.2%
7. Very Poor 0%

PLEASE USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP 8/88
(LINES INDICATE THAT THIS ACTIVITY WAS NOT CARRIED OUT DUE TO A LAST MINUTE CHANGE IN THE PROGRAM)
FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION

## THE POLITICS OF SEX
## AUGUST 31, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us to identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you thought the presenters and moderators were in focusing on the theme of this forum.

Rating Scale:

| Not at all Effective |  | Moderately Effective |  | Very Effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

|  | MEAN | (N=) |
|---|---|---|
| Presenters: |  |  |
| 1. Karen Sacks, Ph.D. ,Director, Women Studies and Professor of Anthropology | 3.44 | 52 |
| 2. Gloria Allred, Esq. Feminist Attorney | 4.73 | 51 |
| Moderators |  |  |
| 3. Marguerite Archie-Hudson, Associate Director AAP | 3.76 | 46 |
| 4. Alfonso Jimenez, AAP Counselor | 3.92 | 51 |

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

Strongly Disagree — Neutral — Strongly Agree

1 2 3 4 5

| AS A RESULT OF MY ATTENDING THIS FORUM ... | MEAN | (N=) |
|---|---|---|
| 5. I have a better understanding of how different people define "Feminism". | 4.29 | 51 |
| 6. I have a better understanding of how the expectations and attitudes towards women have changed during the past two decades. | 4.04 | 51 |
| 7. I have a better understanding of how different people define "Sexism". | 3.92 | 50 |
| 8. I understand more clearly how gender differences impact me as a UCLA student. | 3.52 | 50 |
| 9. I have a better understanding of how different cultures view the roles of men and women. | 3.18 | 49 |
| 10. I feel more empowered to effectively deal with sexist behavior. | 3.94 | 50 |
| 11. My overall understanding of the effects of sexism has increased. | 4.08 | 51 |

Please answer each of the following questions by CIRCLING the most appropriate response.

12. I felt comfortable expressing my opinions during small group discussions.

| | | |
|---|---|---|
| 1. Yes | 0% | |
| 2. No | 0% | (N=52) |
| 3. Not sure | 0% | |
| 9. NA | 100.0% | |

13. Most members of my small group respected the opinions of others.

| | | |
|---|---|---|
| 1. Yes | 0% | |
| 2. No | 0% | (N=52) |
| 3. Not sure | 0% | |
| 9. NA | 100.0% | |

14. The AAP staff and Peer Counselors that led the small group did an excellent job facilitating the discussion.

| | | | |
|---|---|---|---|
| 1. | Yes | 0% | |
| 2. | No | 0% | (N=52) |
| 3. | Not sure | 0% | |
| 9. | NA | 100.0% | |

15. This Films and Forum presentation inspired me to find out more about "The Politics of Sex."

| | | | |
|---|---|---|---|
| 1. | Yes | 63.0% | |
| 2. | No | 17.7% | (N=46) |
| 3. | Not Sure | 19.6% | |

16. I got different perspectives on this topic from the presenters.

| | | | |
|---|---|---|---|
| 1. | Yes | 75.6% | |
| 2. | No | 17.7% | (N=45) |
| 3. | Not Sure | 6.7% | |

17. I think that this topic should be included in the 1989 Films and Forums series.

| | | | |
|---|---|---|---|
| 1. | Yes | 93.6% | |
| 2. | No | 2.1% | (N=47) |
| 3. | Not Sure | 4.3% | |

18. My overall rating of this Films and Forum is:

| | | | |
|---|---|---|---|
| 1. | Excellent | 55.3% | |
| 2. | Very Good | 23.4% | |
| 3. | Good | 10.6% | |
| 4. | Average | 4.3% | (N=47) |
| 5. | Fair | 2.1% | |
| 6 | Poor | 4.3% | |
| 7. | Very Poor | 0% | |

PLEASE USE THE BOTTOM OR BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP - 8/88

(ANALYSIS NOT COMPLETED DUE TO A LOW RESONSE RATE)

## FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION
## THE USA, THE THIRD WORLD AND YOU:
## FOCUS ON SOUTH AFRICA AND CENTRAL AMERICA
SEPTEMBER 1, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you thought the presenters, moderators, and realia were in focusing on the theme of this forum.

Rating Scale:

```
Not at all         Moderately          Very
Effective          Effective           Effective
    |_______________________________________|
    |                                       |
    1         2         3         4         5
```

Presenters:

1. Carlos Vaquenano, Central American Refugee Center, Los Angeles, California _____
2. Mazisi Kunene, Professor of Linguistics, UCLA _____
3. Bernard Walker, Student Activist, Free South Africa Movement _____
4. C. Adolfo Bermeo, AAP Director _____

Moderators:

5. Santiago Bernal, FSP/TSP Peer Counselor _____
6. Kelly Navies, FSP/TSP Peer Counselor _____

Realia:

7. Skit _____
8. Music _____
9. Displays _____
10. Poetry reading by Lamakhosi Kunene _____

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

| Strongly Disagree |  | Neutral |  | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

AS A RESULT OF MY ATTENDING THIS FORUM ...

11. I have a better understanding of the interconnectedness between political issues nationally and internationally. _____

12. I understand more clearly the common themes in between political issues in South Africa and Central America. _____

13. I learned examples of the effective use of political power in South Africa and Central America. _____

14. I learned what roles the USA plays in the politics of South Africa and Central America. _____

15. I had the opportunity to explore and challenge assumptions regarding the roles the USA should play in the politics of South Africa and Central America. _____

16. I have a better understanding of the international implications of South African and Central American political issues, given their historical context. _____

Please answer each of the following questions by circling the most appropriate response.

17. I felt comfortable expressing my opinions during the large group session.

    1. Yes
    2. No
    3. Not sure

18. This Films and Forum presentation inspired me to find out more about South African or Central American political issues.

    1. Yes
    2. No
    3. Not Sure

19. I got different perspectives on this topic from the presenters.

1. Yes
2. No
3. Not Sure

20. I think that this topic should be included in the 1989 Films and Forums series.

1. Yes
2. No
3. Not Sure

21. My overall rating of this Films and Forum is:

1. Excellent
2. Very Good
3. Good
4. Average
5. Fair
6 Poor
7. Very Poor

22. I am:

1. A FSP/TSP student
2. A FSP/TSP staff member
3. Other

PLEASE USE THE BOTTOM OR BACK OF THIS FORM FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP - 8/88

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

## FSP/TSP FILMS AND FORUMS PROGRAM EVALUATION
## RACE AND CULTURE IN A DIVERSE SOCIETY
SEPTEMBER 7, 1988

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We appreciate your honest evaluation of the Films and Forums series. Your responses will help us identify our strengths and weaknesses and to improve FSP/TSP.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

Using the following scale, please indicate how EFFECTIVE you felt the presenters, moderators, and films were in focusing on the theme of this forum.

Rating Scale:

| Not at all Effective |  | Moderately Effective |  | Very Effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Presenters

1. Antonia Hernandez, Director MALDEF _____

2. Henry Johnson, Film Maker _____

3. Mel Oliver, Associate Professor of Sociology, UCLA _____

4. Victor Skaggs, Graduate Student, Anthropology, UCLA _____

Moderators:

5. Lisa Appleberry, AAP Peer Counselor _____

6. Don Hartsock, Ombudsman, UCLA _____

Films:

7. Clip from "Racism 101" _____

8. "Wrath of Grapes" _____

9. "Chou So Lee" _____

Using the following scale, please indicate the extent to which you AGREE or DISAGREE with each statement.

Rating Scale:

```
Strongly                                  Strongly
Disagree            Neutral                Agree
    |________________________________________|
    |                                        |
    1         2         3         4          5
```

AS A RESULT OF MY ATTENDING THIS FORUM ...

10. I understand more clearly the differences between what constitutes "Racism", "Discrimination", "Prejudice" and "Ethnocentrism". _____

11. I understand more clearly the differences between what constitutes "Separation" and "Segregation". _____

12. I have a better understanding of the forms and effects of "Institutionalized Racism". _____

13. I have a better understanding of what kinds of acts constitute racist acts. _____

14. I am more confident that racism can be overcome. _____

Please answer each of the following questions by circling the most appropriate response.

15. I felt comfortable expressing my opinions during the LARGE GROUP discussion.

    1. Yes
    2. No
    3. Not sure

16. Most members of the LARGE GROUP respected the opinions of others.

    1. Yes
    2. No
    3. Not Sure
    9. NA

17. This Films and Forum presentation inspired me to find out more about "Race and Culture".

    1. Yes
    2. No
    3. Not Sure

18. I got different perspectives on this topic from the presenters.

1. Yes
2. No
3. Not Sure

19. I think that this topic should be included in the 1989 Films and Forums series.

1. Yes
2. No
3. Not Sure

20. My overall rating of this Films and Forum is:

1. Excellent
2. Very Good
3. Good
4. Average
5. Fair
6 Poor
7. Very Poor

21. I am:

1. A FSP/TSP student
2. A FSP/TSP staff member
3. Other

PLEASE USE THE BOTTOM OR BACK OF THIS FORM FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP - 8/88

## FILMS AND FORUMS STUDENT INTEREST QUESTIONNAIRE - SUMMER 1988

Your Initials: _____ _____ _____

UCLA ID#: _____ _____ _____ _____ _____ _____ _____ _____ _____

To help us improve FSP/TSP we would like you to respond as thoughtfully as you can to the following questions.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

***** PLEASE FOLLOW ALL DIRECTIONS CAREFULLY. *****

1. Which of the following Films and Forums presentations did you attend: (CIRCLE ALL THAT APPLY)

| | | (N=) | (%) |
|---|---|---|---|
| 1. | Education and Affirmative Action (8/10/88) | 30 | 24% |
| 2. | Relationships in the 80's (8/17/88) | 60 | 48% |
| 3. | Politics and Power in a Changing Society (8/24/88) | 19 | 15% |
| 4. | The Politics of Sex (8/31/88) | 42 | 33% |
| 5. | USA, the Third World, and You (9/1/88) | 14 | 11% |
| 6. | Race and Culture (9/7/88) | 24 | 19% |
| | (CONTINUE WITH QUESTION # 2) | | |
| 7. | I did not attend ANY Sessions (SKIP TO QUESTION # 5) | 39 | 31% |

2. Of the Films and Forums presentations you attended, did you leave any early?

| | | | |
|---|---|---|---|
| 1. | Yes (CONTINUE WITH QUESTION # 3) | 69 | 79% |
| 2. | No (SKIP TO THE DIRECTIONS IN THE BOX AT THE BOTTOM OF PAGE 2) | 18 | 21% |

3. Please indicate which presentations you left early. (CIRCLE ALL THAT APPLY)

| | | | |
|---|---|---|---|
| 1. | Education and Affirmative Action (8/10/88) | 13 | 10% |
| 2. | Relationships in the 80's (8/17/88) | 37 | 29% |
| 3. | Politics and Power in a Changing Society (8/24/88) | 7 | 6% |
| 4. | The Politics of Sex (8/31/88) | 14 | 11% |
| 5. | USA, the Third World, and You (9/1/88) | 10 | 8% |
| 6. | Race and Culture (9/7/88) | 14 | 11% |

4. Of the presentations you indicated in Question # 3, what made you decide to leave early. If you left several presentations early, please indicate the number of the presentation next to your reason. (IF YOU NEED MORE SPACE, PLEASE CONTINUE ON BACK)

SESSION NUMBER REASON

(SKIP TO THE DIRECTIONS IN THE BOX AT THE BOTTOM OF THIS PAGE)

5. What were the main reasons you decided not to attend any of the Films and Forums presentations?
(IF YOU NEED MORE SPACE, PLEASE CONTINUE ON BACK)

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. PLEASE USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS.

Read each of the following questions and indicate whether your level of interest or curiosity in the subject area: (1) has DECREASED as a result of the Films and Forums presentations, (2) has NOT BEEN CHANGED by the Films and Forums presentations, or has (3) INCREASED as a result of the Films and Forums presentations. CIRCLE ONLY ONE RESPONSE.

If your level of interest or curiosity was INCREASED as a result of the Films and Forums presentations, please indicate if you plan to (1) take a CLASS in the subject area during the 1988-1989 academic year, (2) TALK to others about the subject area, (3) READ more about the subject area, (4) JOIN a group or organization related to the subject area, or (5) or NOT PURSUE the subject area at this particular time. CIRCLE ALL RESPONSES THAT APPLY.

(3) - Level of interest has INCREASED
(2) - Level of interest has NOT CHANGED
(1) - Level of interest has DECREASED

| | | | | |
|---|---|---|---|---|
| 6. What are the origins and maintenance of racial inequality, the psychosocial dimensions of racism, social movements, and minorities in the United States? | (N=) | 4 | 36 | 40 |
| | | 5% | 45% | 50% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (14) | 35% |
| 2. Talk to others about this subject | (20) | 50% |
| 3. Read more about this subject | (18) | 45% |
| 4. Join a group or organization related to this subject area | (17) | 46% |
| 5. None of the above | ( 2) | 5% |

| | | | | |
|---|---|---|---|---|
| 7. What are the histories and current political realities of the five countries which comprise Central America? | (N=) | 3 | 51 | 21 |
| | | 4% | 68% | 28% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (10) | 48% |
| 2. Talk to others about this subject | ( 7) | 33% |
| 3. Read more about this subject | (12) | 57% |
| 4. Join a group or organization related to this subject area | ( 4) | 19% |
| 5. None of the above | ( 1) | 5% |

| | | | | |
|---|---|---|---|---|
| 8. What are the contributions and history of the various cultural and ethnic groups who, together, make up the American population? | (N=) | 3 | 42 | 30 |
| | | 4% | 56% | 40% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (17) | 57% |
| 2. Talk to others about this subject | (14) | 47% |
| 3. Read more about this subject | (15) | 50% |
| 4. Join a group or organization related to this subject area | ( 7) | 23% |
| 5. None of the above | ( 1) | 3% |

(3) - Level of interest has INCREASED
(2) - Level of interest has NOT CHANGED
(1) - Level of interest has DECREASED

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 9. What are Africa's major traditions, institutions, and cultural, social, and political ideas? | (N=) | 5 | 51 | 19 |
| | | 7% | 68% | 25% |

a. If your level of interest has INCREASED, are you planning to:

| CIRCLE ALL THAT APPLY | (N=) | |
|---|---|---|
| 1. Take a class on this subject | ( 9) | 47% |
| 2. Talk to others about this subject | ( 7) | 37% |
| 3. Read more about this subject | (11) | 58% |
| 4. Join a group or organization related to this subject area | ( 3) | 16% |
| 5. None of the above | ( 1) | 5% |

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 10. What has been the nature of the Black Experience in the New World and how does it reflect the transitions from Africa to New World Slavery, from slavery to freedom, and from rural South to urban areas? | (N=) | 4 | 47 | 25 |
| | | 5% | 62% | 33% |

a. If your level of interest has INCREASED, are you planning to:

| CIRCLE ALL THAT APPLY | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (14) | 56% |
| 2. Talk to others about this subject | (14) | 56% |
| 3. Read more about this subject | (18) | 72% |
| 4. Join a group or organization related to this subject area | ( 6) | 24% |
| 5. None of the above | ( 1) | 4% |

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 11. What psychological research has been conducted on Black Americans and what effects has this had on the quality of their lives? | (N=) | 4 | 48 | 23 |
| | | 5% | 64% | 31% |

a. If your level of interest has INCREASED, are you planning to:

| CIRCLE ALL THAT APPLY | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (11) | 48% |
| 2. Talk to others about this subject | (13) | 57% |
| 3. Read more about this subject | (16) | 70% |
| 4. Join a group or organization related to this subject area | ( 6) | 26% |
| 5. None of the above | ( 0) | 0% |

(3) - Level of interest has INCREASED
(2) - Level of interest has NOT CHANGED
(1) - Level of interest has DECREASED

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 12. What has been the history of Asians and Pacific Islanders in America, and what are the impacts of American institutions, media, and education on contemporary Asian-American and Pacific-Islanders communities? | (N=) | 7<br>10% | 55<br>74% | 12<br>16% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | ( 2) | 17% |
| 2. Talk to others about this subject | ( 5) | 42% |
| 3. Read more about this subject | ( 5) | 42% |
| 4. Join a group or organization related to this subject area | ( 1) | 8% |
| 5. None of the above | ( 1) | 8% |

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 13. How has the Chicano experience been portrayed in American Literature, and what distinctive features have characterized Chicano literaure in the 20th century? | (N=) | 2<br>3% | 46<br>60% | 28<br>37% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (17) | 60% |
| 2. Talk to others about this subject | (11) | 39% |
| 3. Read more about this subject | (15) | 54% |
| 4. Join a group or organization related to this subject area | (10) | 36% |
| 5. None of the above | ( 0) | 0% |

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 14. What is the history of Native Americans from the period of initial contact with Europeans to the present? | (N=) | 4<br>5% | 54<br>72% | 17<br>23% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | ( 6) | 36% |
| 2. Talk to others about this subject | ( 2) | 12% |
| 3. Read more about this subject | ( 6) | 36% |
| 4. Join a group or organization related to this subject area | ( 1) | 6% |
| 5. None of the above | ( 3) | 18% |

(3) - Level of interest has INCREASED
(2) - Level of interest has NOT CHANGED
(1) - Level of interest has DECREASED

| | | | | |
|---|---|---|---|---|
| 15. What are the effects of job discrimination, tokenism, changing work roles and dual-career marriages on female psychology and the quality of women's lives? | (N=) | 7 | 26 | 46 |
| | | 9% | 33% | 58% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (19) | 41% |
| 2. Talk to others about this subject | (26) | 57% |
| 3. Read more about this subject | (24) | 52% |
| 4. Join a group or organization related to this subject area | (11) | 24% |
| 5. None of the above | ( 3) | 7% |

| | | | | |
|---|---|---|---|---|
| 16. How do sex and gender affect personality differences, intellectual achievement, and social interaction? | (N=) | 5 | 35 | 41 |
| | | 6% | 43% | 51% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (20) | 49% |
| 2. Talk to others about this subject | (25) | 61% |
| 3. Read more about this subject | (22) | 54% |
| 4. Join a group or organization related to this subject area | (11) | 27% |
| 5. None of the above | ( 6) | 15% |

| | | | | |
|---|---|---|---|---|
| 17. What are the historical, philosophical, sociological, and organizational perspectives on problems and issues facing contemporary American education? | (N=) | 6 | 42 | 28 |
| | | 8% | 55% | 37% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | (14) | 50% |
| 2. Talk to others about this subject | (18) | 64% |
| 3. Read more about this subject | (19) | 68% |
| 4. Join a group or organization related to this subject area | ( 7) | 25% |
| 5. None of the above | ( 1) | 4% |

(3) - Level of interest has INCREASED
(2) - Level of interest has NOT CHANGED
(1) - Level of interest has DECREASED

| | | (1) | (2) | (3) |
|---|---|---|---|---|
| 18. What are the histories and current political realities of the countries which comprise the Caribbean? | (N=) | 4 | 53 | 18 |
| | | 5% | 71% | 24% |

a. If your level of interest has INCREASED, are you planning to:
CIRCLE ALL THAT APPLY

| | (N=) | |
|---|---|---|
| 1. Take a class on this subject | ( 7) | 39% |
| 2. Talk to others about this subject | ( 4) | 22% |
| 3. Read more about this subject | (10) | 56% |
| 4. Join a group or organization related to this subject area | ( 1) | 6% |
| 5. None of the above | ( 2) | 11% |

PLEASE USE THE BOTTOM OR BACK OF THIS QUESTIONNAIRE FOR ANY ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!

*All questions appeared in the Questions Reflecting the Spirit of Inquiry at UCLA, which was part of the orientation materials.

FSP/TSP - 8/88

# APPENDIX III

## STRATEGIES FOR IMPROVING THE EVALUATION

### Sign-in Sheets

- Assign an AAP Summer Staff member, other than a Peer or Professional Counselor, to monitor the sign in process
- The staff member monitoring the sign in process should arrive at the Forum sight no later that 15 minutes before the start of the session

### End-of-Session and Films and Forums Student Interest Questionnaires

- Eliminate both the End-of-Session Films and Forums Questionnaire and the Films and Forums Student Interest Questionnaire
- Survey students using a FSP/TSP End-of-Week Questionnaire, which will consist of questions covering an entire weeks' activities. These questionnaires will be administered during a Thursday or Friday class period of each students' English or Mathematics course since each student is enrolled in one of these core courses

# CHAPTER IV
# FSP/TSP STUDENT AND PROFESSIONAL STAFF TRAINING

# FSP/TSP STUDENT AND PROFESSIONAL STAFF TRAINING
# EXECUTIVE SUMMARY

Introduction. Each member of the Freshman Summer and Transfer Summer Programs (FSP/TSP) Peer Counseling staff, Professional Counseling Staff, Tutorial Staff, and Teaching Assistant Staff was to participate in some form of organized training during the week(s) before FSP/TSP. The content and length of the training was at the discretion of each training coordinator. Agendas seemed to be set according to perceived needs, since no overarching guidelines existed for FSP/TSP student and professional staff training. Some training occurred before the program began, while other training continued through the first part of the program. Because of the late hiring of some student and professional staff members, not everyone participated in formal training.

Peer Counselor Tutor Training Conclusions. The results from the Peer Counselor Training Questionnaire indicate that the Peer Counselors thought the training program was only "Moderately" useful and "Moderately Well" organized and presented. The findings also suggest that the training presentations and activities did not fulfill many of the intended goals and objectives. While Peer Counselors tended to read only half of the materials they received, they did consider the materials to be informative. When asked to rate the training they received in light of the experiences they encountered during FSP/TSP, a majority of the Counselors gave the training program an "Average" rating. Written comments from the Peer Counselors emphasized the need for the training program to concentrate more on the practical aspects of training and less on the philosophy of FSP/TSP (refer to pages 4.3 - 4.4).

Professional Counselor Training Conclusions. No conclusions can be drawn about the Professional Counselor Training Program, because only one of the eight counselors returned a questionnaire.

Mathematics and Physics (M/P) Tutor Training Conclusions. The results from the Mathematics and Physics Tutor Training Questionnaire revealed that M/P Tutors tended to think that their training program was "Moderately" useful and well organized. The only negative comments that arose centered around the desire that more time be spent on tutoring techniques and strategies designed to help students, and less time be spent on the political issues of FSP/TSP. M/P Tutors tended to read almost all of the written materials they received and indicated that the materials were very informative. In general, M/P Tutors were very pleased with the training they received (refer to pages 4.4 - 4.7).

English and General Education (E/GE) Tutor Training Conclusions. English and General Education Tutors did not consider the training presentations and activities to be either overly useful or clearly presented. E/GE Tutors indicated that the training period should be shorter and should emphasize the more practical aspects of tutoring such as: how to tutor, the mechanics of tutoring, and the logistics of tutoring. E/GE Tutors also indicated that too much time was spent on the philosophy of FSP/TSP. Tutors tended to read a majority of the materials they received and considered the materials, for the most part, to be informative. In general, E/GE Tutors were not overly pleased with the training they received (refer to pages 4.7 - 4.8).

General Education (GE) Teaching Assistant (TA) Training Conclusions. Names and addresses of the GE TAs were not provided to the evaluator; therefore, no information was collected.

Mathematics and Physics (M/P) Teaching Assistant (TA) Training Conclusions. The results from the Mathematics and Physics Teaching Assistant Training Questionnaires clearly indicated that the M/P TAs did not think that the training they received was very useful. In addition, the M/P TAs also indicated that many of the goals and objectives of training were not fully accomplished. A majority of the M/P TAs did not read most of the materials given to them during training and, at the same time, did not consider the materials they read to be overly informative. In summary, a majority of the Mathematics and Physics Teaching did not benefit from the training they received (refer to pages 4.8 - 4.10).

Recommendations.
(refer to page 4.11)

o AAP Administration should set general overarching goals and objectives of FSP/TSP student and professional staff training.

o Training should focus on the practical, hands-on aspects of each position and less on the philosophical aspects of FSP/TSP. The responsibility of the communication of the philosophy of FSP/TSP should be the sole responsibility of the AAP Director. Training Coordinators should work together and plan one or two large group sessions on the philosophy of FSP/TSP and AAP. Addressing the philosophical issues of FSP/TSP in one or two large groups sessions would free up the bulk of training time for more practical aspects of each position.

o Training presentations/activities should relate directly to accomplishing the goals and objectives of training.

o Training coordinators should better plan and organize their training programs. For example, planning should occur well in advance of the start of FSP/TSP. Training designs and materials should be critiqued by professional staff members outside of AAP. This would help ensure that the activities and presentations planned are relevant to the goals and objectives of training.

o AAP Administration should emphasize the positive use of evaluations to help encourage greater staff participation.

# FSP/TSP STUDENT AND PROFESSIONAL STAFF TRAINING

## INTRODUCTION

Each member of the Freshman Summer and Transfer Summer Programs (FSP/TSP) Peer Counseling staff, Professional Counseling Staff, Tutorial Staff, and Teaching Assistant Staff was to participate in some form of organized training during the week(s) before FSP/TSP. The content and length of the training was at the discretion of each training coordinator (copies of the training agendas can be found in Appendix I). Agendas seemed to be set according to perceived needs, since no overarching guidelines existed for FSP/TSP student and professional staff training. Some training occurred before the program began, while other training continued through the first part of the program. Because of the late hiring of some student and professional staff members, not everyone participated in formal training.

## METHODOLOGY

FSP/TSP training was evaluated using Training Questionnaires that were designed to assess the extent to which staff members thought that the training they received was effective, given the roles that they fulfilled during FSP/TSP. Separate questionnaires were developed for each staff category: Peer Counseling, Professional Counseling, Mathematics and Physics Tutors, English and General Education Tutors, and Teaching Assistants (see Appendix II for copies of the questionnaires, with accompanying responses in the form of means, percentages, and counts). Each questionnaire was divided into a section on the usefulness and clarity of the various workshop activities and presentations, the goals and objectives of training, and an overall assessment of the training program. The use of separate questionnaires for each staff category made it possible to make an in-depth assessment of each of the five training programs. Analysis was only completed on four of the five training programs.

The coordinators of each of the training programs assisted with the pilot review of the evaluation instruments. Each member of the FSP/TSP was sent an initial questionnaire, with a self-addressed, stamped envelope during the second week of September. In an attempt to increase the response rate, a second questionnaire was sent during the last week of September. The names and addresses of all staff members surveyed were obtained from Academic Advancement Program (AAP) staff.

## RETURN RATES

Figure 1 presents the number of student and professional staff members in each category of FSP/TSP and the number who returned their completed questionnaires. The **return rates across all five questionnaires range from a high of 100% to a low of 13%.** Because of the low return rates, responses cannot be generalized to the entire population of student and professional staff members. In addition, the low return rates made analysis, in some cases, impossible. (Strategies for improving the return rates are discussed in Appendix III.) But the results can provide a general sense of the usefulness of the training programs.

## FIGURE 1
## TRAINING EVALUATION QUESTIONNAIRES
## RETURN RATES

| Student and Professional Staff Categories | Size of Population* | Number Returned | Return Rate(%) |
|---|---|---|---|
| *PEER COUNSELORS* | 30 | 11 | 37% |
| *PROFESSIONAL COUNSELORS*** | 8 | 1 | 13% |
| *MATHEMATICS AND PHYSICS TUTORS* | 17 | 5 | 29% |
| *ENGLISH AND GENERAL EDUCATION TUTORS* | 41 | 8 | 20% |
| *TEACHING ASSISTANTS (TAs)**** | 8 | 8 | 100% |

**The Size of Population was confirmed by the AAP Director*
***This questionnaire was not analyzed due to a low response rate*
****Only the Mathematics and Physics Teaching Assistants are included in this group*

## FINDINGS

### PEER COUNSELORS

Goals and Objectives. Peer Counselor Training was a two-week intensive program designed to equip Peer Counselors with the knowledge, skills, and abilities necessary to perform their duties. Training methods used during the program included required readings, presentations and lectures, small group discussions, hands-on instruction, role playing, and situational analysis (see Summer Program Peer Counseling Section, 1988 Summer Programs Handbook). (See Appendix I for a copy of the 1988 Summer Peer Counseling Training Agenda.) Of the 30 Peer Counselors who were sent a Peer Counselor Training Questionnaire, 11 were returned indicating a return rate of 37%. While the return rate was on the low side, the results can provide a general indication of how Peer Counselors perceived their training experience.

Usefulness of Workshop Presentations and Activities. Using 10-point likert scales ("1" representing the lowest rating and "10" representing the highest rating), Peer Counselors were asked to rate each workshop presentation and activity in relation to its Usefulness and Clarity (see Appendix II, FSP/TSP Peer Counselor Training Questionnaire, questions #1 - #30). **Generally, the ratings of the activities and presentations averaged at 7 or "Moderate."** Six workshop activities did, however, receive "Moderate" to "Low-to-Moderate" ratings. They were the presentation and question/answer period about the Office of Residential Life (ORL) (question #10), the presentation on safety in the residence halls (question #12), the presentation and discussion on admissions provisions (question #13), the activity on resource development (question #14), the AAP/ORL training welcome (question #21), and the presentation on affirmative action enrollment and retention (question #26). Two presentations received particularly high ratings: the introduction and welcome (question #1) and the presentation and discussion of the high school experience (question #25). **The pattern of responses were generally corroborated by written comments indicating that the training program should have placed more emphasis on role playing, the Team approach, and the practical details of running a counseling session.** In general, these findings tend to indicate that Peer Counselors thought the training program was moderately useful and moderately well organized and presented.

Goals and Objectives of Training. The Peer Counselors were also asked the extent to which the following goals and objectives of the training were met: the extent to which training increased their knowledge of campus resources (question #33), promoted the concept of the counseling Team (questions #34 - #36), increased their knowledge of counseling skills and techniques (question #37), increased their awareness of the needs of incoming students (question #38), and helped to clarify the goals and philosophy of FSP/TSP (question #39). **Peer Counselors indicated that most of the goals and objectives of training were only "Moderately" accomplished. Increasing their knowledge of campus resources (6.2), promoting their ability to work as a member of the Counseling Team (6.3), and understanding the roles and responsibilities of different Counseling Team members (6.0) received the lowest ratings. Increasing the feeling that each Peer Counselor is part of a Counseling Team member received the highest rating "8.9."** These findings indicate that the training presentations and activities did not fulfill many of the intended goals and objectives.

Overall Assessment of Training. Finally, Peer Counselors were asked several general questions regarding the training they received: the percentage of the printed materials they read (question #40), the extent to which the printed materials they read were informative (question #41), an overall assessment of the organization of the training program (question #43), and the extent to which the training prepared them for the experiences they encountered during

FSP/TSP (question #44). The results are presented in Table 1. **Eighty percent (80%) of the Peer Counselors indicated that they read only 50% or less of the printed materials they received** (50% of the Peer Counselors read approximately 50% of the materials, while 30% of the Peer Counselors read 25% or less of the materials). **Of the materials read, 70% of the Peer Counselors indicated that they were either "Very Informative" or "Informative."** While Peer Counselors tended to read only half of the materials they received, they did consider the materials to be informative.

Using a 10-point scale ("1" representing the lowest rating and "10" representing the highest rating), **Peer Counselors rated the organization of the training program "7.4," indicating that they thought the training was "Moderately Well" organized.** This response was corroborated by the Peer Counselors' written comments that the training program was too long and not very well organized. **And, when the Peer Counselors were asked to rate their training in light of the experiences they encountered during FSP/TSP, 60% of the Counselors gave the training program an "Average" rating. Again, this was echoed by written comments indicating that they would have wanted more practical and less philosophical training.**

Conclusions. *In summary, the results from the Peer Counselor Training Questionnaire indicate that the Peer Counselors thought the training program was "Moderately Useful" and "Moderately" well organized and presented. The findings also suggest that the training presentations and activities did not fulfill many of the intended goals and objectives. While Peer Counselors tended to read only half of the materials they received, they did consider the materials to be informative. When asked to rate the training they received in light of the experiences they encountered during FSP/TSP, a majority of the Counselors gave the training program an "Average" rating. Written comments from the Peer Counselors emphasized the need for the training program to concentrate more on the practical aspects of training and less on the philosophy of FSP/TSP.*

## PROFESSIONAL COUNSELORS

Goals and Objectives. The FSP/TSP Professional Counselors attended a three-day training program. The goals and objectives of the training could not be found in written format. From the agenda, however, it appeared that the training program was designed to give the Professional Counselors a general overview of the 1988 FSP/TSP program. It is important to note that of the 12 scheduled activities, 5 or 41% of the activities were cancelled (See Appendix I for a copy of the 1988 Summer Peer Counseling Training Agenda.) Of the 8 Professional Counselors who were sent a FSP/TSP Professional Counselor Training Questionnaire, only 1 was returned indicating a return rate of 13%. **Because only one Professional Counselor completed and returned the questionnaire, analysis could not be completed.**

## MATHEMATICS AND PHYSICS TUTORS

Goals and Objectives. The Mathematics and Physics (M/P) Tutor Training Program was a two-week program designed to help develop FSP/TSP Tutors' knowledge of the sociopolitical and historical factors that gave rise to affirmative action in general and FSP/TSP in particular, the role of tutoring within the framework of FSP/TSP, and a holistic approach to tutoring strategies and methodologies. M/P Tutor training was designed to be an integrative role-playing experience to expose tutors to different tutoring styles and situations, while at the

## TABLE 1
## OVERALL ASSESSMENT OF TRAINING

| Question | Peer Counselors | M/P* Tutors | E/GE** Tutors | TAs*** |
|---|---|---|---|---|
| *PERCENTAGE OF MATERIALS READ:* | | | | |
| 100% or almost 100% | 0% | 60% | 37.5% | 0% |
| Approximately 75% | 20% | 20% | 37.5% | 25% |
| Approximately 50% | 50% | 20% | 0.0% | 75% |
| 25% or less | 30% | 0% | 25.0% | 0% |
| | (N=10) | (N=5) | (N=8) | (N=8) |
| *EXTENT TO WHICH PRINTED MATERIALS WERE INFORMATIVE:* | | | | |
| Very informative | 10% | 40% | 12.5% | 0% |
| Informative | 60% | 60% | 50.0% | 12.5% |
| Somewhat informative | 20% | 0% | 25.0% | 37.5% |
| Not very informative | 10% | 0% | 12.5% | 50.0% |
| Not at all informative | 0% | 0% | 0.0% | 0% |
| | (N=10) | (N=5) | (N=8) | (N=8) |
| *OVERALL RATING OF THE ORGANIZATION OF THE TRAINING PROGRAM:* | | | | |
| Mean Rating | 7.44 | 8.60 | 5.50 | 4.71 |
| | (N=9) | (N=5) | (N=8) | (N=7) |
| *OVERALL RATING OF THE TRAINING PROGRAM:* | | | | |
| Excellent | 0% | 40% | 0.0% | 0.0% |
| Very good | 30% | 60% | 37.5% | 37.5% |
| Average | 60% | 0% | 37.5% | 37.5% |
| Poor | 10% | 0% | 12.5% | 25.0% |
| Very Poor | 0% | 0% | 12.5% | 0.0% |
| | (N=10) | (N=5) | (N=8) | (N=8) |

**M/P - Mathematics/Physics*
***E/GE - English/General Education*
****Only the Mathematics and Physics Teaching Assistants are included in this group*

same time providing them with an opportunity to experience both sides of the tutor/tutee relationship (see Tutor Training Section, 1988 Summer Programs Handbook). (See Appendix I for a copy of the 1988 Mathematics and Physics Tutor Training Agenda and for a list of the Mathematics and Physics courses offered during FSP/TSP.) Of the 17 M/P tutors sent a Mathematics and Physics Tutor Training Questionnaire, 5 were returned, indicating a return rate of 29%. While the return rate was lower than anticipated, the results can, however, provide a general indication of how M/P Tutors perceived their training experience.

Usefulness of Workshop Presentations and Activities. Using 10-point likert scales ("1" representing the lowest rating and "10" representing the highest rating), M/P Tutors were asked to rate each workshop presentation and activity in relation to its **Usefulness** and **Clarity** (See Appendix II, FSP/TSP Mathematics and Physics Tutor Training Questionnaire, questions #1 - #25). **M/P Tutors gave a majority of the activities and presentations generally high ratings on both usefulness and clarity.** There were only five presentations/activities that received an "Average" rating on usefulness. These were: the presentation on staff affirmative action (question #2), the presentation on Writing Across the Curriculum (question #5), the presentation on learning skills (question #6), the video and discussion on The First Session (question #15), and the presentation on Peer Counseling (question #18). Two presentations received particularly high ratings: the presentation on Mathematics Professional Development Program (PDP) (question #24) and the movie and discussion on "A World Apart" (question #25). For the most part,the Mathematics and Physics Tutors tended to think that their training program was generally useful and well organized.

Goals and Objectives of Training. Mathematics and Physics Tutors were also asked the extent to which several of the goals and objectives of Tutor training were accomplished (see questions #28 - #39). These questions covered several topic areas, including tutorial strategies and practices, the goals and objectives of FSP/TSP, and understanding the type of student being served. **In most cases, M/P tutors indicated that the goals and objectives of Tutor training were fully accomplished.** In particular, Tutors indicated that the training increased their understanding of the type of student who attended FSP/TSP (question #28 (9.2) and #29 (9.4)), the role that tutoring plays within the framework of FSP/TSP (question #31 (9.2)), and the development of the skills necessary to work as a member of the FSP/TSP TEAM (question #39 (9.2)). **There were, however, two instances were Tutors indicated that the goals and objectives of Tutor training were not fully accomplished. This was in relation to increasing an understanding of tutoring strategies and methodologies (question #32 (6.6)) and understanding the relationship between tutoring and counseling (question #33 (6.2)).** These findings are interesting, given the fact that written comments from Tutors indicate that more time should have been spent on tutoring techniques and strategies designed to help students and less time on the political issues of FSP/TSP.

Overall Assessment of Training. Finally, M/P Tutors were asked several general questions about the training they received: the percentage of the printed materials they read (question #40), the extent to which the printed materials were informative (question #41), an overall rating of the organization of the training program (question #42), and the extent to which the training they received prepared them for the experiences they encountered during FSP/TSP (question #43). These results are presented in Table 1. **Eighty percent (80%) of the M/P Tutors indicated that they read 75% or more of the printed materials they received (60% of the M/P Tutors read 100% or almost 100% of the materials and 20% of the M/P Tutors read approximately 75% of the materials). Of the materials read, 100% of the M/P Tutors indicated that they were either "Very Informative" or "Informative."** Not only did M/P Tutors tend to read almost all of the written materials they received, they also indicated that the materials were very informative.

Using a 10-point scale ("1" representing the lowest rating and "10" representing the highest rating), M/P Tutors were asked to rate the overall organization of the Tutor Training Program.

**M/P Tutors indicated that the training was "Well Organized" (8.6).** And, when asked to give an overall rating to the Mathematics and Physics Tutor Training Program in light of the experiences they encountered during FSP/TSP, **40% of the M/P Tutors indicated that the program was "Excellent" and 60% indicated that the program was "Very Good."** Clearly, the Mathematics and Physics Tutors were very pleased with the training they received.

**Conclusions.** *In summary, the results from the Mathematics and Physics (M/P) Tutor Training Questionnaire revealed that M/P Tutors tended to think that their training program was generally useful and well organized. The only negative comments that arose centered around the desire that more time be spent on tutoring techniques and strategies designed to help students and less time be spent on the political issues of FSP/TSP. M/P Tutors tended to read almost all of the written materials they received and indicated that the materials were very informative. In general, M/P Tutors were very pleased with the training they received.*

## ENGLISH AND GENERAL EDUCATION TUTORS

Goals and Objectives. The English and General Education (E/GE) Tutor Training Program was held during a two-week period, and concentrated on the goals and objectives of FSP/TSP, the type of student served by FSP/TSP, and the development of approaches and strategies for effective tutoring (see Tutor Training Section, 1988 Summer Programs Handbook). (See Appendix I for a copy of the English and General Education Tutor Training Schedule and for a list of the English and General Education courses offered during FSP/TSP.) Of the 41 E/GE Tutors sent a English and General Content Tutor Training Questionnaire, 8 were returned, indicating a return rate of 20%. While the return rate was lower than anticipated, the results can, however, provide a general indication of how E/GE Tutors perceived their training experience.

Usefulness of Workshop Presentations and Activities. Using 10-point likert scales ("1" representing the lowest rating and "10" representing the highest rating), E/GE Tutors were asked to rate each workshop presentation and activity in relation to its **Usefulness** and **Clarity** (see Appendix II, FSP/TSP English and General Content Tutor Training Questionnaire, questions #1 - #25). **E/GE Tutors, in almost all cases, gave the activities and presentations consistently "Average" to "Below Average" ratings on both usefulness and clarity.** Only three activities received a usefulness rating above a 7.0, or "Moderate." These activities were the film and discussion on "From Harlem to Harvard" (question #9), the presentation on university writing (question #10), and the presentation on entering university freshman (question #11). Clearly, E/GE Tutors did not consider the training presentations and activities to be either overly useful or clearly presented.

Goals and Objectives of Training. English and General Education Tutors were also asked the extent to which several of the goals and objectives of Tutor Training were met (see questions #28 - #38). The questions covered several topic areas, including tutorial strategies and practices, the goals and objectives of FSP/TSP, and the type of student being served by FSP/TSP. **In all cases, the E/GE Tutors indicated that the goals and objectives of Tutor training were not fully accomplished.** In fact, for all of the goals and objectives listed, the highest rating given was 6.5 "Somewhat Accomplished." These low ratings were corroborated by the written comments of almost all the E/GE Tutors. Tutors indicated that they would have wanted a shorter training program that emphasized more practical information; such as the "how to" of tutoring, the mechanics of tutoring, and the logistics of tutoring. E/GE Tutors also indicated that less time and emphasis should be placed on the philosophy of FSP/TSP. A typical synopsis of the E/GE Tutor Training Program, given by one Tutor, is as follows: " ...

Tutors left after 2 full weeks of training not knowing how to fill out time sheets, how to schedule appointments, how to conduct a tutoring session, etc. What a waste of money and energy!"

Overall Assessment of Training. E/GE Tutors were also asked several general questions about the training they received: the percentage of the printed materials they read (question #39), the extent to which the printed materials were informative (question #40), an overall rating of the organization of the training program (question #41), and the extent to which the training they received prepared them for the experiences they encountered during FSP/TSP (question #42). These results are presented in Table 1. **Seventy-five percent (75%) of the MP Tutors indicated that they read at least 75% or more of the printed materials they received** (37.5% of the E/GE Tutors read 100% or almost 100% of the materials and 37.5% of the E/GE Tutors read approximately 75% of the materials). The remaining 25% indicated reading 25% or less of the materials. When asked whether or not they thought the printed materials they read were informative, **approximately 62% indicated that the materials were either "Very Informative" or "Informative," while approximately 37% indicated that the materials were either "Somewhat" or "Not Very Informative."** These findings point to the fact that E/GE Tutors read a majority of the materials they received and tended to think that, for the most part, the materials were informative.

Using a 10-point scale ("1" representing the lowest rating and "10" representing the highest rating), E/GE Tutors were asked to rate the overall organization of the Tutor Training Program. **E/GE Tutors gave the organization of the training a relatively low rating of 5.5 "Moderately Well Organized."** And, when asked to give an overall rating to the English and General Education Tutor Training Program in light of the experiences they encountered during FSP/TSP, **37.5% rated the training as "Very Good," 37.5% rated the training as "Average," and 25% indicated that the training was "Poor."** It is clear from these findings that the E/GE Tutors did not indicate that the training program they participated in was either well organized or very useful.

Conclusions. *English and General Education (E/GE) Tutors did not consider the training presentations and activities to be either overly useful or clearly presented. E/GE Tutors indicated that the training period should be shorter, and should emphasize the more practical aspects of tutoring such as: how to tutor, the mechanics of tutoring, and the logistics of tutoring. E/GE Tutors also indicated that too much time was spent on the philosophy of FSP/TSP. Tutors tended to read a majority of the materials they received and considered the materials, for the most part, to be informative. In general, E/GE Tutors were not overly pleased with the training they received.*

## TEACHING ASSISTANTS

Goals and Objectives. The FSP/TSP Teaching Assistants (TA) attended a three-day training program. The goals and objectives of the training could not be found in written format. From the agenda, however, it appeared that the training program was designed to give TAs a general overview of the major components of the 1988 FSP/TSP program. (See Appendix I for a copy of the 1988 Summer Program Teaching Assistant Training agenda and for a list of the courses offered during FSP/TSP.) **Because AAP staff provided the evaluator with the names of only the Mathematics and Physics (M/P) TAs, this was the only group of TAs sent a questionnaire.** All 8 of the M/P TAs sent a FSP/TSP Teaching Assistant Training Questionnaire returned their completed questionnaire, indicating a return rate of 100%.

Usefulness of Workshop Presentations and Activities. Using 10-point likert scales ("1" representing the lowest rating and "10" representing the highest rating), the TAs were asked to rate each of the workshop presentation and activity in relation to its Usefulness and Clarity (see Appendix II, FSP/TSP Teaching Assistant Training Questionnaire, questions #1 - #12). **The M/P TAs consistently gave each activity and presentation much lower ratings on usefulness than they did on the clarity. In fact, from the ratings given, the M/P TAs did not consider any of the activities or presentations to be very useful (ratings ranged from a low of 3.6 to a high of 6.8).** Three presentations/activities were given a rating below 5.0 on usefulness: the presentation on responding to student writing ((3.6), question #3), the review of the summer programs calendar ((4.3), question #10), and the presentation on Team building ((4.7), question #2). **Ratings on clarity of presentation ranged from a low of 5.8 to a high of 8.4, with a majority of the ratings ranging from 6-to-7 "Moderate." These low ratings were corroborated by the M/P TAs' written comments, which indicated that they were unhappy with the information they received during training because it was "redundant", "irrelevant," and "useless."** These findings clearly indicated that the M/P TAs did not think that the training was very useful.

Goals and Objectives of Training. M/P TAs were also asked the extent to which the following goals and objectives of the Training were met: the extent to which training increased their understanding of the type of student served by the program (questions #15 and #16), increased their understanding of the role of academics within FSP/TSP (questions #17 - #18), helped to clarify the goals and philosophy of FSP/TSP (question #19), and better understand how to help students function in a university environment (question #20). From the responses given by the M/P TAs, only one of the goals of training was fully accomplished. **While the M/P TAs indicated that the training greatly increased their understanding of the type of student that attends FSP/TSP (9.1), they indicated that the other goals and objectives of training were only "Somewhat" accomplished (ratings ranged from a low of "5.0" to a high of "7.8").** These findings point to the fact that the M/P TA Training Program did not accomplish many of the intended goals and objectives.

Overall Assessment of Training. As a general assessment of training, the M/P TAs were also asked what percentage of the printed training materials did they read (question #21), the extent to which the printed materials that they read were informative (question #22), an overall rating of the organization of the training program (question #23), and the extent to which the training they received prepared them for the experiences they encountered during FSP/TSP (question #24). The results are presented in Table 1. **Fifty percent (50%) of the M/P TAs read "25% or less of the materials,"** while the remaining 50% read anywhere from 50% to 75% of the materials (37.5% of the M/P TAs read approximately 50% of the materials, while 12.5% of the M/P TAs read approximately 75% of the materials). **Of the materials read, 25% of the TAs indicated that the materials were "Informative," while 75% of the TAs indicated that the materials were only "Somewhat Informative."** A majority of the M/P TAs did not read most of the materials given to them during training, and, at the same time, did not consider them to be overly informative.

Using a 10-point scale ("1" representing the lowest rating and "10" representing the highest rating), M/P TAs were asked to rate the overall organization of the training program. **The mean rating given to the training program was "4.7", clearly indicating that the M/P TAs did not consider the training program to be well organized.** In fact, the Teaching Assistant Training Program received the lowest rating of any of the student and professional staff training programs. This finding was echoed by written comments. **M/P TAs overwhelmingly indicated that the training period was not only poorly organized, but too long. Several TAs noted that the training program could be easily shortened to one or two days.** When the M/P TAs were asked to rate their training program in light of the experiences they encountered during FSP/TSP, 25% indicated that it was "Poor," 37.5% indicated that the training was "Average," and 37.5% indicated that the training they received was "Very Good." From the responses to the questionnaire items, it is clear that a majority of the Mathematics and Physics

## Teaching Assistants did not benefit from the training they received.

**Conclusions.** *The results from the Teaching Assistant Training Questionnaires clearly indicated that the Mathematics and Physics (M/P) Teaching Assistants (TA) did not think that the training they received was very useful. In addition, the M/P TAs also indicated that many of the goals and objectives of training were not fully accomplished. A majority of the M/P TAs did not read most of the materials given to them during training, and, at the same time, did not consider the materials they read to be overly informative. In summary, a majority of the Mathematics and Physics Teaching did not benefit from the training they received.*

## RECOMMENDATIONS

- AAP Administration should set general overarching goals and objectives of FSP/TSP student and professional staff training.
- Training should focus on the practical, hands-on aspects of each position and less on the philosophical aspects of FSP/TSP. The responsibility of the communication of the philosophy of FSP/TSP should be the sole responsibility of the AAP Director. Training Coordinators should work together and plan one or two large group sessions on the philosophy of FSP/TSP and AAP. Addressing the philosophical issues of FSP/TSP in one or two large groups sessions would free up the bulk of training time for more practical aspects of each position.
- Training presentations/activities should relate directly to accomplishing the goals and objectives of training.
- Training coordinators should better plan and organize their training programs. For example, planning should occur well in advance of the start of FSP/TSP. Training designs and materials should be critiqued by professional staff members outside of AAP. This would help ensure that the activities and presentations planned are relevant to the goals and objectives of training.
- AAP Administration should emphasize the positive use of evaluations to help encourage greater staff participation.

# APPENDIX I

# FRESHMAN SUMMER AND TRANSFER SUMMER PROGRAMS
# 1988 COURSE OFFERINGS

| COURSE | INSTRUCTOR |
|---|---|
| *Anthropology 22* | O. Johnson |
| *Biology 2* | S. Strand |
| *English A* | FSP/TSP English Instructor(a) |
| *English B* | FSP/TSP English Instructor(b) |
| *English 3* | FSP/TSP English Instructor(c) |
| *English 110W* | FSP/TSP English Instructor(d) |
| *English 85* | R. Paredes |
| *English 33B* | J. Harclerdoe |
| *English 33C* | D. Savas |
| *English 35* | W. Smith |
| *Geography 3* | R. Kreger |
| *History 8A* | C. A. Bermeo |
| *Math A* | D. Cohen |
| *Math 1* | D. Cohen |
| *Math 1C* | D. Cohen |
| *Physics 10* | D. Butler |
| *Political Science M147* | F. Gilliam |

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(a) T. Burkdall, M. Gustin, D. Litten, M. Morrison, C. Jago, L. Leyson

(b) R. Ortiz, C. Lopez, K. Moloney, K. Rieger, G. Ioppolo, V. Hayne, P. Smith L. Gruner, N. Greeley, H. Gladfelder, B. Hadden, and T. Jackson

(c) A. Richards, B. Kjiewski, S. Koshy, M. Gruner, P. Moore, J. Murphy, B. Clawson, and O. Staley

(d) B. Creasy, R. Wilson, S. Gourgouri, K. Dettmar, and S. McCabe

# 1988 SUMMER PEER COUNSELING
# TRAINING AGENDA

**Monday, July 25**
**Location: Rose Hall Room 314**

| | |
|---|---|
| 9:00 am - 10:30 am | Welcome/Introduction<br>Introduction of staff |
| 10:30 am - 11:30 am | Role Perception of the Group |
| 11:30 am - 12:30 am | Lunch |
| ~~12:30 pm - 2:30 pm~~ | ~~Review of Job Description, Duties and Performance, Expectaions~~ |
| 2:30 pm - 3:00 pm | Review written structure (required reading) |
| 3:00 pm - 4:30 pm | Summer Program Structure and Introduction of Research Team |
| 4:30 pm - 5:30 pm | Travel Time to Retreat Location |
| 5:30 pm - 8:00 pm | Dinner (BBQ) |
| 8:00 pm - 11:00 pm | Discussion and Question/Answer Time with the Director regarding Summer Progam |

Please Note: Agenda is subject to change

(A line through the agenda item indicates that the event did not take place)

## Tuesday, July 26
Location: Topanga Canyon

| | |
|---|---|
| 7:00 am | Wake up Call |
| 7:30 am -9:00 am | Breakfast |
| 9:00 am - 10:00 am | Round Robin Evaluation |
| 10:00 am - 11:00 am | Student Adjustment to the University |
| 11:00 am - 1:00 pm | Goals Development |
| 1:00 pm - 2:00 pm | Lunch |
| 2:00 pm - 4:00 pm | Active Listening |
| 4:00 pm - 5:30 pm | Values Clarification |
| 5:30 pm - 8:00 pm | Dinner (Pizza Night) |
| 8:00 pm - 11:00 pm | Cultural Sensitivity |

## Wednesday, July 27
Location: Topanga Canyon

| | |
|---|---|
| 7:00 am | Wake-up Call |
| 7:30 am - 9:00 am | Breakfast |
| 9:00 am - 10:00 am | Round Robin Evaluation |
| ~~10:00 am - 11:30 am~~ | ~~Commuter Student Services/Needs~~ |
| 11:30 am - 12:00 pm | Assigned Reading on Counseling Techniques |
| 12:00 pm - 1:00 pm | Lunch |
| 1:00 pm - 3:00 pm | Discussion of Counseling Techniques and Role Playing |
| 3:00 pm - 4:00 pm | Clean-up |
| 4:00 pm | HOME!!! |

(A line through the agenda item indicates that the event did not take place)

### Thursday July 28
### Location: Royce Hall Room 314

| | |
|---|---|
| 9:00 am - 10:00 am | Round Robin Evaluation |
| 10:00 am - 11:00 am | Read Office of Residential Life Mannual (ORL) |
| 11:00 am -1:00 pm | ORL Presentation<br>Question and Answer Period<br>*Jack Gibbons |
| 1:00 pm - 2:30 pm | Lunch with assigned counselor |
| 2:30 pm - 4:30 pm | Team Building with Counselors<br>*Jacqueline Dodds |
| 4:30 pm - 6:00 pm | Safety in the Residential Halls<br>*UCPD, ORL, CO |

### Friday, July 29
### Location: Royce Hall Room 314

| | |
|---|---|
| 9:00 am - 10:00 am | Round Robin Evaluation |
| 10:00 am - 11:00 am | Admissions Provisions<br>Rae Lee Siporin |
| 11:00 am - 12:00 pm | How Provisions Impact the Student (small group discussion) |
| 12:00 pm - 1:00 pm | Filling out the Admissions Assessment Form<br>*Lorelie Olaes |
| 1:00 pm - 2:30 pm | Lunch with English Faculty |
| 2:30 pm - 4:00 pm | Resource Development<br>*Rudy Navarro |
| 4:00 pm - 6:00 pm | Discussion and Wrap-up |

Assignments: Weekend Readings and ASK QUIZ

Monday, August 1
Location: Sunset Recreation Center Buenos Aires Room

| | |
|---|---|
| 9:00 am - 9:30 am | Round Robin Evaluation |
| 9:30 am - 11:30 am | Learning Skills<br>(organization, time management, evaluating a syllabus)<br>*Idell Holbert |
| 11:30 am - 1:00 pm | College of Letters and Science Academic Requirments<br>*Tony Miller |
| ~~1:00 pm - 2:30 pm~~ | ~~Lunch with Math Faculty~~ |
| 2:30 pm - 4:30 pm | Conflict Resolution<br>*Cynthia Torres |
| 4:30 pm - 6:00 pm | Roleplays Followed by Record of Interview and Contact Sheet Instruction |

Tuesday, August 2
Location: Sunset Recreation Center Buenos Aires Room

| | |
|---|---|
| 9:00 am - 10:00 am | Round Robin Evaluation |
| 10:00 am - 11:30 am | Learning Skills<br>(test strategies, notetaking, multiple choice exams)<br>*Idell Holbert |
| 11:30 am - 1:00 pm | Relationships<br>*Suzanne O'Connell |
| ~~1:00 pm - 2:30 pm~~ | ~~Lunch with Content Faculty~~ |
| 2:30 pm - 4:30 pm | Crisis Intervention<br>*Bill Parham |
| 4:30 pm - 6:00 pm | Dealing with Burnout and Stress |

(A line through the agenda item indicates that it did not take place)

Wednesday, August 3
Location: Sproul Hall Entertainment/Recreation Center

| | |
|---|---|
| 2:00 pm - 2:30 pm | Welcome (AAP/ORL Relationship)<br>*Juan Lara |
| 2:30 pm - 3:30 pm | Introduction of AAP/ORL Staffs and their Summer Program Roles<br>*Jack Gibbons *Adolfo Bermeo |
| 3:30 pm - 4:00 pm | Team Building<br>*Kristen Himenez |
| 4:00 pm - 5:30 pm | California in Transition: a changing demography<br>*Adolfo Bermeo |
| 5:30 pm - 6:30 pm | Dinner with Floor Teams |
| 6:30 pm - 7:30 pm | Affirmative Action in Education<br>*Constance Rice |
| 7:30 pm - 8:00 pm | Goals of AAP and the Summer Program<br>*Adolfo Bermeo |
| 8:00 pm - 10:00 pm | Summer Program Structure (ORL)<br>*Adolfo Bermeo<br>ORL Structure<br>*Jack Gibbons |

Thursday, August 4
Location: 2 - 6 pm Sproul Hall Entertainment and Recreation Center
6 - 10 pm Dykstra Hall Study

| | |
|---|---|
| 2:00 pm - 3:30 pm | Presentation of the high school experience followed by small group discussions<br>*Phylis Hart |
| ~~3:30 pm - 4:00 pm~~ | ~~Presentation of the Community College Experience~~<br>~~*Marguerite Archie-Hudson~~ |
| 4:00 pm - 4:30 pm | Affirmative Action Enrollment and Retention<br>*Rae Lee Siporin |
| 4:30 pm - 5:30 pm | Affirmative Action Discussion and Role Plays<br>*Lorelie Olaes |
| 5:30 pm - 6:30 pm | Dinner with Floor Teams |
| ~~6:30 pm - 7:30 pm~~ | ~~Working Relationships~~<br>~~*Loretta Amaro~~ |
| ~~7:30 pm - 8:30 pm~~ | ~~Small Group Discussion in Floor Teams: Expectations~~ |
| ~~8:30 pm - 10:00 pm~~ | ~~Working Relationship Situationals~~ |

Friday, August 5.
Location: Rieber Hall Fireside Lounge

| | |
|---|---|
| 2:00 pm - 4:00 pm | Small Group Facilitation in Team Approach<br>*Carol Saltzman |
| 4:00 pm - 6:00 pm | Floor Activities Design: Floor Meetings |
| 6:00 pm - 7:00 pm | Dinner |
| 7:00 pm - 9:00 pm | Floor Activities Design: Student Welcome and Special Floor Activities |
| ~~9:00 pm - 10:00 pm~~ | ~~SOCIAL!!!~~ |

(A line through the agenda item indicates that it did not take place)

PROFESSIONAL COUNSELING

## TRAINING AGENDA FOR AUGUST 8, 9, 10, 1988

NORTH CAMPUS ROOM 22
8:00 a.m. TO 10:00 a.m.

| | |
|---|---|
| ~~8:00 - 10:00~~ | ~~Director of AAP Adolfo Bermeo~~ |
| ~~10:30 - 11:30~~ | ~~Explanation of Evaluation Process~~<br>~~Referral Forms - Gail Byock~~ |
| 11:30 - 12:30 | Lunch |
| ~~12:30 - 1:00~~ | ~~Lorelie Olaes - Review of Assessment Forms for Provisional Students~~ |
| 1:00 - 3:00 | Actual Presentation of Workshop Personal Adjustment<br>Orientation Session - Dr. Leslie Jackson |

### TUESDAY, AUGUST 9, 1988

| | |
|---|---|
| ~~8:00 - 10:30~~ | ~~Adolfo Bermeo~~ |
| 10:30 - 11:00 | Start walk to MS 4000 |
| 11:00 - 12:00 | PDP Presentation - URI TREISMAN |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Films and Forums (6)<br>Marguerite Archie-Hudson |
| 2:00 - 3:30 | Techniques to building a team<br>Exercises |
| 3:30 - 4:00 | Wrap-up |

### WEDNESDAY, AUGUST 10, 1988

| | |
|---|---|
| ~~8:00 - 9:00~~ | ~~Adolfo Bermeo - Tutorial update~~ |
| 9:00 - 10:00 | Faye Pietzman - English Curriculum |
| 10:00 - 11:00 | Fine Arts - Linda Palmer |
| 11:30 - 12:30 | Lunch |
| 12:45 - 1:30 | Engineering - Sherri Hermozi |
| 1:30 - 3:30 | L&S Tony Miller |
| 3:30 - 4:30 | Wrap-up |

# MATHEMATICS AND PHYSICS TUTOR TRAINING

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 9-10 | Introduction<br>Math Lab | Summer Programs<br>C. A. Bermeo | Learning Skills<br>Idell Holburt<br>Math Lab | PRP Assessments<br>Maria Ramas<br>Math Lab | Freshmen transition<br>Phyllis Hart<br>Haines 18 |
| 10-11 | Demographics<br>C. A. Bermeo<br>Math Lab | Question & Answers<br>C. A. Bermeo<br>Regenia Cooper<br>Haines 18 | Prof. Counseling<br>Regenia Cooper<br>Math Lab | History of FSP<br>Don Wasson<br>Math Lab | Admissions-provision<br>R. L. Siporin<br>Royce 314 |
| 11-12 | | | | | |
| 12-1 | LUNCH !!!!!! | | | | |
| 1-2 | Staff Affirmative Action<br>Linda Avila<br>Math Lab | Writing Across the Curriculum<br>Suzy Hakansson<br>Math Lab | Tutor Beauracracy<br>Timesheets<br>Meetings etc.<br>Math Lab | Tutor Training<br>Math Lab | Break !!!! |
| 2-3 | | | | | Student Assessment Forms<br>Loralie Olaes<br>Royce 314 |
| 3-4 | Student Affirmative Action<br>Jackie Dodds<br>Math Lab | Discussion<br>Math Lab | PDP Teacher Training<br>Joann Kennelly<br>Math Lab | | |
| 4-5 | | | Tutor Training<br>Math Lab | | |

4.20

15.

15.

|  | MONDAY - 8/1 | TUESDAY - 8/2 | WEDNESDAY - 8/3 | THURSDAY - 8/4 | FRIDAY - 8/5 |
|---|---|---|---|---|---|
| 9-10 | Tutor Training<br>Math Lab | Writing Across the Curriculum Trial Run<br>Suzy Hakannson<br>Math Lab | Tutor Training<br>Math Lab | Tutor Training<br>Math Lab | Sleep Late |
| 10-11 |  |  |  | LUNCH !!! | Course Syllabus<br>David Cohen<br>Don Butler<br>Math Lab |
| 11-12 |  |  |  |  |  |
| 12-1 | Juan Lara/Lunch<br>Math Lab | LUNCH !!! | Peer Counselors Introduction<br>Dana Folz<br>Math Lab | Peer Counselors Role-Playing<br>Dana Folz<br>Math Lab | LONG LUNCH !!!! |
| 1-2 | Films and Forums<br>Marguerite Archie-Hudson<br>Math Lab | Movie | Prof. Development Program<br>Math Lab | Tutor Training<br>Math Lab |  |
| 2-3 | Prof. Counseling Role-Playing<br>Regenia Cooper<br>Math Lab |  |  |  |  |
| 3-4 |  |  | Writing Across the Curriculum - Final Review<br>Math Lab |  |  |
| 4-5 | BREAK !! |  |  |  |  |

4.21

ENGLISH AND GENERAL EDUCATION

## Tutor Training Schedule, 25 July--29 July

| | Monday | Tuesday | Wednesday | Thursday | Friday | |
|---|---|---|---|---|---|---|
| 9:00 | Coffee | 1988 Summer Programs Structure<br>Adolfo Bermeo | | | (Entering University Freshmen<br>Phyllis Hart | 9:00 |
| 9:30 | Welcome<br>Faye Peitzman<br>Kevin Dettmar | | Video: Tutors and Writing Process<br>Discussion | University Writing<br>George Gadda | | 9:30 |
| 10:00 | | Break | | | Admissions Provisions<br>Rae Lee Saporin | 10:00 |
| 10:30 | Break<br>Video: The First Session<br>Discussion | Question & Answer<br>Adolfo Bermeo and Regenia Cooper | Break | Break | | 10:30 |
| 11:00 | | | Hands-On: Writing Thru The Process | Assessing Writing<br>George Gadda | Provisions & Our Students<br>Small Groups | 11:00 |
| 11:30 | | | | | | 11:30 |
| 12:00 | Lunch | Lunch | Lunch | Lunch | Lunch | 12:00 |
| 12:30 | | | | | | 12:30 |
| 1:00 | Demographics: LA, CA, UCLA High School & Comm. College Profile<br>Adolfo Bermeo | UCLA Affirmative Action<br>??? | What's It Like to Be Tutored?<br>Tutor Pairs | Responding to Student Writing<br>Tutor Pairs | Counselors, Student Svcs.<br>Regenia Cooper | 1:00 |
| 1:30 | | | | | | 1:30 |
| 2:00 | | . . . Impact On Students<br>Jackie Dodds<br>Adolfo Bermeo | Break | Break | Break | 2:00 |
| 2:30 | Break | | Film: From Harlem to Harvard<br>Discussion<br>Marco Williams | AAP Tutorial: History and Philosophy<br>Donald Wasson | Student Assessment Form<br>Lorelie Oales | 2:30 |
| 3:00 | Small Groups: Demographics<br>Lorelie Oales | Break | | | | 3:00 |
| 3:30 | | Affirmative Action: Role Playing, Small Groups<br>Lorelie Oales | | | | 3:30 |
| 4:00 | | | | | | 4:00 |
| 4:30 | | | | | | 4:30 |
| 5:00 | | | | | | 5:00 |

## Tutor Training Schedule, 1-5 August

| | Monday | Tuesday | Wednesday | Thursday | Friday | |
|---|---|---|---|---|---|---|
| 9:00 | | | | | "60 Minutes": Structuring Your Hour | 9:00 |
| 9:30 | Workshop: Responding to Student Writing<br>Faye Peitzman | Language Minority Writers and Speakers<br>Diana Savas | Teachers and Tutors as Researchers<br>Carol Jago<br>Faye Peitzman | Of Error and Empowerment | | 9:30 |
| 10:00 | | | | | Round Table: Common Probs. | 10:00 |
| 10:30 | | Break | | Break | Break | 10:30 |
| 11:00 | Break | Hands-On: ESL Student Papers | Break | Empowerment (Cont.) | Practicals: Time Sheets, Schedules, ... | 11:00 |
| 11:30 | Work with Student Paper | | Tutors as Researchers | | | 11:30 |
| 12:00 | Lunch | Lunch | Lunch | Lunch | L O N G Lunch | 12:00 |
| 12:30 | | | | | | 12:30 |
| 1:00 | Video: Bridg-Cultural Gaps<br>Discussion | Role Playing: Different "Types" of Students | Workshop: Active Listening | Tutor-Instructor Collaboration<br>Don Wasson, | | 1:00 |
| 1:30 | | | | | Full Content Area Group Meetings and Collaboration | 1:30 |
| 2:00 | | | Break | | | 2:00 |
| 2:30 | Break | Break | W'shop Cont.<br>Counselors | Break | | 2:30 |
| 3:00 | Bridging Gaps<br>Small Groups<br>Counseling Staff | Tutoring Study Skills<br>Idell Holbert | | Collaboration (Cont.)<br>Faye Peitzman<br>Kevin Dettmar | | 3:00 |
| 3:30 | | | | | | 3:30 |
| 4:00 | | | | | | 4:00 |
| 4:30 | | | | | | 4:30 |
| 5:00 | | | | | | 5:00 |

4.23

# 1988 Summer Program
# Teaching Assistant Training

**Wednesday,**
**August 3, 1988**

| | |
|---|---|
| 8:00 - 8:30 a.m. | Coffee |
| 8:30 - 9:30 a.m. | Ice Breaker |
| 9:30 - 10:45 a.m. | Demographics<br>L.A., CA., UCLA<br>High School, Community College Profile<br>o Adolfo Bermeo |
| 11:00 - 12:00 p.m. | Academic Team Building<br>o Kevin Dettmar<br>o Lorelei Olaes |
| 12:00 - 1:00 p.m. | Lunch |
| 1:00 - 3:00 p.m. | Responding to Student Writing<br>o Faye Peitzman |
| 3:15 - 5:00 p.m. | Affirmative Action<br>Discussion and Role Plays<br>o AAP Counselors |

**Thursday,**
**August 4, 1988**

| | |
|---|---|
| 8:30 - 10:30 a.m. | Discussion Section:<br>Alternatives to the Lecture<br>o Carole Jago<br>o Ray Prado |
| 10:45 - 12:30 p.m. | 1988 Summer Program Structure<br>o Adolfo Bermeo |
| 12:30 - 1:30 p.m. | Lunch |
| 1:30 - 2:45 p.m. | The Academic Team:<br>o TA, Tutor Collaboration |
| 3:00 - 4:00 p.m. | Admissions Provisions<br>o Rae Lee Siporin |
| 4:00 - 5:00 p.m. | Student Assessment Form<br>Academic and Personel Referrals<br>o Lorelei Olaes |

Friday,
August 5, 1988

| | |
|---|---|
| 8:30 - 9:30 a.m. | Summer Program Calendar<br>o Adolfo Bermeo |
| 9:30 - 10:30 a.m. | Study Skills<br>o Idell Holburt |
| 10:45 - 12:00 p.m. | The Counseling Team<br>o Dana Folz<br>o Regenia Cooper |
| 12:00 - 1:30 p.m. | Lunch |
| 1:30 - 5:00 p.m. | Academic Team Meetings |

# APPENDIX II

# FSP/TSP PEER COUNSELOR TRAINING QUESTIONNAIRE - SUMMER 1988

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This questionnaire is designed to identify the strengths and weaknesses of the Peer Counselor Training Program. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the training program to best meet your needs.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY!

Using the scale below, please rate the following presentations and activities for USEFULNESS and CLARITY. If you DID NOT ATTEND a particular presentation or activity, place "N/A" after both response columns.

Not at all — Very much

1 2 3 4 5 6 7 8 9 10

| | | | MEAN | (N=) |
|---|---|---|---|---|
| 1. | Introduction/Welcome - THE NAME GAME | Useful | 9.63 | 11 |
| | | Clearly Presented | 9.50 | 10 |
| 2. | PEER COUNSELOR ROLE DEVELOPMENT | Useful | 7.00 | 10 |
| | | Clearly Presented | 6.67 | 9 |
| 3. | The presentation on the FSP/TSP PROGRAM STRUCTURE by Adolfo Bermeo | Useful | 7.10 | 10 |
| | | Clearly Presented | 7.56 | 9 |
| 4. | Evening rap session - THE RUMOR BOX by Adolfo Bermeo | Useful | 8.27 | 11 |
| | | Clearly Presented | 7.50 | 10 |
| 5. | Small group discussion on STUDENT ADJUSTMENT TO THE UNIVERSITY | Useful | 8.36 | 11 |
| | | Clearly Presented | 8.00 | 10 |
| 6. | The exercise on VALUES CLARIFICATION (Alligator River) by Dana Folz | Useful | 7.82 | 11 |
| | | Clearly Presented | 7.40 | 10 |
| 7. | The exercise on ACTIVE LISTENING by Dana Folz | Useful | 9.00 | 11 |
| | | Clearly Presented | 7.80 | 10 |
| 8. | Peer Counselor evening rap session regarding CULTURAL SENSITIVITY/AWARENESS | Useful | 8.36 | 11 |
| | | Clearly Presented | 8.40 | 10 |

Not at all Very much

1 2 3 4 5 6 7 8 9 10

| | | MEAN | (N=) |
|---|---|---|---|
| 9. The small group role play of COUNSELING TECHNIQUES | Useful | 8.18 | 11 |
| | Clearly Presented | 8.10 | 10 |
| 10. The presentation and question/answer period about the ORL by Jack Gibbons, Eric Barnum, Kristen Himenez, and Frank Trueba | Useful | 5.09 | 11 |
| | Clearly Presented | 5.70 | 10 |
| 11. The exercise on TEAM BUILDING by Jacqueline Dodds | Useful | 8.50 | 10 |
| | Clearly Presented | 8.78 | 9 |
| 12. Presentation by UCPD, CSO, ORL Access Monitor - SAFETY IN THE RESIDENCE HALLS | Useful | 6.09 | 11 |
| | Clearly Presented | 6.20 | 10 |
| 13. The presentation and discussion of ADMISSIONS PROVISIONS by Rae Lee Siporin | Useful | 6.64 | 11 |
| | Clearly Presented | 5.50 | 10 |
| 14. Resource Development - FAMILY FEUD by Rudy Navarro | Useful | 6.50 | 10 |
| | Clearly Presented | 6.11 | 9 |
| 15. The workshop on LEARNING SKILLS by Idell Holbert | Useful | 8.90 | 10 |
| | Clearly Presented | 8.56 | 9 |
| 16. The presentation on LETTERS AND SCIENCES ACADEMIC REQUIREMENTS by Tony Miller | Useful | 8.30 | 10 |
| | Clearly Presented | 9.11 | 9 |
| 17. The workshop on CONFLICT RESOLUTION by Cynthia Torres | Useful | 6.80 | 10 |
| | Clearly Presented | 8.22 | 9 |
| 18. The workshop on counseling techniques dealing with DIFFERENT RELATIONSHIPS by Suzanne O'Connell | Useful | 7.56 | 9 |
| | Clearly Presented | 7.00 | 8 |
| 19. The presentation on CRISIS INTERVENTION by Bill Parham | Useful | 7.30 | 10 |
| | Clearly Presented | 7.56 | 9 |
| 20. The discussion on DEALING WITH STRESS AND BURNOUT by Dana Folz | Useful | 6.44 | 9 |
| | Clearly Presented | 6.67 | 9 |

Not at all — Very much

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

| | | MEAN | (N=) |
|---|---|---|---|
| 21. The AAP/ORL TRAINING WELCOME by Juan Lara | Useful | 4.44 | 9 |
| | Clearly Presented | 5.00 | 8 |
| 22. The presentation on the RELATIONSHIP BETWEEN AAP and ORL by Jack Gibbons and Adolfo Bermeo | Useful | 5.67 | 9 |
| | Clearly Presented | 6.13 | 8 |
| 23. The exercise on TEAM BUILDING BETWEEN AAP AND ORL by Kristen Himenez | Useful | 7.55 | 11 |
| | Clearly Presented | 7.50 | 10 |
| 24. The presentation on CALIFORNIA IN TRANSITION AFFIRMATIVE ACTION, AND AAP by Adolfo Bermeo | Useful | 6.90 | 10 |
| | Clearly Presented | 8.44 | 9 |
| 25. The presentation and discussion of the HIGH SCHOOL EXPERIENCE by Phyllis Hart | Useful | 9.55 | 11 |
| | Clearly Presented | 9.80 | 10 |
| 26. The presentation on AFFIRMATIVE ACTION ENROLLMENT AND RETENTION by Rae Lee Siporin | Useful | 5.56 | 10 |
| | Clearly Presented | 5.40 | 10 |
| 27. AFFIRMATIVE ACTION role playing and discussion by Lorelei Olaes | Useful | 8.22 | 9 |
| | Clearly Presented | 7.11 | 9 |
| 28. The group discussion and role play on PEER COUNSELOR AND RESIDENT ASSISTANT ROLE CLARIFICATION AND RESPONSIBILITIES | Useful | 7.36 | 11 |
| | Clearly Presented | 7.70 | 10 |
| 29. The presentation on SMALL GROUP FACILITATION IN THE TEAM APPROACH by Carol Saltzman | Useful | 6.18 | 11 |
| | Clearly Presented | 6.30 | 10 |
| 30. FLOOR ACTIVITIES AND DESIGN | Useful | 8.73 | 11 |
| | Clearly Presented | 7.60 | 10 |

31. Consider the 30 activities listed above: please RANK ORDER the 5 activities you now consider to have been the MOST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the MOST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1)_______ (2)_______ (3)_______ (4)_______ (5)_______

32. Consider the 30 activities listed above: please RANK ORDER the 5 activities you now consider to have been the LEAST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the LEAST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1)_______ (2)_______ (3)_______ (4)_______ (5)_______

Using the scale below, please indicate the extent to which you think the GOALS and OBJECTIVES of Peer Counseling Training were accomplished.

```
Not at all                                              A great deal
|______________________________________________________|
|                                                      |
1    2    3    4    5    6    7    8    9    10      MEAN   (N=)
```

| | MEAN | (N=) |
|---|---|---|
| 33. The Peer Counseling Training has increased my knowledge of campus resources. | 6.22 | 9 |
| 34. The Peer Counseling Training has made me feel like I am a member of the COUNSELING TEAM. | 8.89 | 9 |
| 35. The Peer Counseling Training prepared me to work as a TEAM with the Resident Assistants. | 6.33 | 9 |
| 36. Because of the Peer Counseling Training, I understand the differences and similarities in the roles and responsibilities of each member of the COUNSELING TEAM. | 6.00 | 9 |
| 37. The Peer Counseling Training has increased my knowledge of counseling skills and techniques. | 7.22 | 9 |
| 38. Because of the Peer Counseling Training, I am more aware of the needs of incoming students. | 7.33 | 9 |
| 39. The Peer Counseling Training helped to clarify the goals and philosophy of FSP/TSP. | 7.44 | 9 |

40. What percentage of the PRINTED MATERIALS you receive at the Peer Counseling Training did you read:

| | | |
|---|---|---|
| 1. 100% or almost 100% of the materials | 0% | |
| 2. Approximately 75% of the materials | 20% | |
| 3. Approximately 50% of the materials | 50% | (N=10) |
| 4. 25% or less of the materials | 30% | |

41. The PRINTED MATERIALS I read were:

| | | | |
|---|---|---|---|
| 1. | Very informative | 10% | |
| 2. | Informative | 60% | |
| 3. | Somewhat informative | 20% | (N=10) |
| 4. | Not very informative | 10% | |
| 5. | Not at all informative | 0% | |

42. If you could have made any changes in the training, what would you have done, and why?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

43. On a scale of "1" meaning VERY POORLY ORGANIZED to "10" meaning VERY WELL ORGANIZED, what rating would you give the Peer Counseling Training Program?
<u>PLEASE CIRCLE THE APPROPRIATE NUMBER</u>

```
Very poorly                                   (N=9)        Very well
 organized                                     7.44        organized
    |_________________________________________|________________|
    |                                                          |
    1      2      3      4      5      6      7      8      9     10
```

44. Given the experiences you have encountered during the past six weeks of FSP/TSP, how would you rate the Peer Counseling Training you received?

| | | | |
|---|---|---|---|
| 1. | Excellent | 0% | |
| 2. | Very good | 30% | |
| 3. | Average | 60% | (N=10) |
| 4. | Poor | 10% | |
| 5. | Very poor | 0% | |

PLEASE USE THE BACK OF THIS FORM FOR ADDITIONAL COMMENTS.
THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!
<u>REMEMBER TO RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE</u>
FSP/TSP - 8/88

# FSP/TSP PROFESSIONAL COUNSELOR TRAINING QUESTIONNAIRE - SUMMER 1988

This questionnaire is designed to identify the strengths and weaknesses of the Professional Counselor Training Program. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the training program to best meet _your_ needs.

**THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY!**

Using the scale below, please rate the following presentations and activities for USEFULNESS and CLARITY. If you DID NOT ATTEND a particular presentation or activity, place "N/A" after both response columns.

```
Not at all                                             Very much
     |_________________________________________________________|
     |                                                         |
     1     2     3     4     5     6     7     8     9     10
```

1. The presentation of PERSONAL ADJUSTMENT by Leslie Jackson

Useful -----

Clearly Presented -----

2. The PDP presentation by Uri Treisman

Useful -----

Clearly Presented -----

3. The presentation on FILMS AND FORUMS by Marguerite Archie-Hudson

Useful -----

Clearly Presented -----

4. The exercise on TECHNIQUES FOR BUILDING A TEAM by Donald Hartsock

Useful -----

Clearly Presented -----

5. The presentation on ENGLISH CURRICULUM by Faye Pietzman

Useful -----

Clearly Presented -----

6. The presentation of the FINE ARTS by Linda Palmer

Useful -----

Clearly Presented -----

7. The presentation on ENGINEERING by Sherri Hermozi

Useful -----

Clearly Presented -----

8. The presentation on the COLLEGE OF LETTERS AND SCIENCES by Tony Miller

Useful -----

Clearly Presented -----

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

9. What training activities do you think went particularly well, and why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

10. What training activities do you think went particularly poorly, and why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

11. If you could have made any changes in the training, what would you have done, and why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

12. On a scale of "1" meaning NOT AT ALL to "10" meaning VERY MUCH, how well did the Training Program prepared you to work as a TEAM with the Peer Counselors and Resident Assistants?
PLEASE CIRCLE THE APPROPRIATE NUMBER

Not at all Very Much

1 2 3 4 5 6 7 8 9 10

13. How could the Training Program be improved to better prepare you to work as a TEAM with the Peer Counselors and Resident Assistants?

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

14. On a scale of "1" meaning VERY POORLY ORGANIZED to "10" meaning VERY WELL ORGANIZED, what rating would you give the training program?
PLEASE CIRCLE THE APPROPRIATE NUMBER

Very poorly organized Very well organized

1 2 3 4 5 6 7 8 9 10

15. Given the experiences you have encountered during the past six weeks of FSP/TSP, how would you rate the training you received?

1. Excellent
2. Very good
3. Average
4. Poor
5. Very poor

USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!
REMEMBER TO RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE

FSP/TSP - 8/88

# FSP/TSP MATHEMATICS AND PHYSICS TUTOR TRAINING QUESTIONNAIRE
## SUMMER 1988

---

This questionnaire is designed to identify the strengths and weaknesses of the Mathematics and Physics Tutor Training Program. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the training program to best meet your needs.

**THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY!**

Using the scale below, please rate the following presentations and activities for USEFULNESS and CLARITY. If you DID NOT ATTEND a particular presentation or activity, place "N/A" after both response columns.

Not at all — Very much

1 2 3 4 5 6 7 8 9 10

| | | MEAN | (N=) |
|---|---|---|---|
| 1. The presentation on DEMOGRAPHICS by Adolfo Bermeo | Useful | 8.40 | 5 |
| | Clearly Presented | 7.00 | 5 |
| 2. The presentation on STAFF AFFIRMATIVE ACTION by Linda Avila | Useful | 5.40 | 5 |
| | Clearly Presented | 7.60 | 5 |
| 3. The presentation on STUDENT AFFIRMATIVE ACTION by Jacqueline Dodds | Useful | 8.40 | 5 |
| | Clearly Presented | 8.40 | 5 |
| 4. The presentation of the 1988 SUMMER PROGRAMS by Adolfo Bermeo | Useful | 8.50 | 4 |
| | Clearly Presented | 7.75 | 4 |
| 5. The presentations on WRITING ACROSS THE CURRICULUM by Susie Hakansson | Useful | 5.20 | 5 |
| | Clearly Presented | 5.60 | 5 |
| 6. The presentation on LEARNING SKILLS by Idell Holbert | Useful | 5.00 | 5 |
| | Clearly Presented | 5.40 | 5 |
| 7. The presentation on PROFESSIONAL COUNSELING by Regeina Cooper | Useful | 7.60 | 5 |
| | Clearly Presented | 7.80 | 5 |

Not at all                                                    Very much

1   2   3   4   5   6   7   8   9   10

| | | MEAN | (N=) |
|---|---|---|---|
| 8. The presentation on PRP TEACHER TRAINING by Joann Kennelly | Useful | 7.25 | 4 |
| | Clearly Presented | 7.50 | 4 |
| 9. The presentation on PDP ASSESSMENTS by Maria Ramas | Useful | 6.40 | 5 |
| | Clearly Presented | 7.20 | 5 |
| 10. The presentation on the HISTORY OF FSP by Don Wasson | Useful | 8.00 | 4 |
| | Clearly Presented | 9.00 | 4 |
| 11. The presentation on FRESHMAN IN TRANSITION by Phyllis Hart | Useful | 8.50 | 4 |
| | Clearly Presented | 8.75 | 4 |
| 12. The presentation on ADMISSIONS PROVISIONS by Rae Lee Siporin | Useful | 8.80 | 5 |
| | Clearly Presented | 6.80 | 5 |
| 13. The presentations on STUDENT ASSESSMENT FORMS by Lorelei Olaes | Useful | 7.40 | 5 |
| | Clearly Presented | 8.40 | 5 |
| 14. The presentation on FILMS AND FORUMS by Marguerite Archie-Hudson | Useful | 7.60 | 5 |
| | Clearly Presented | 7.80 | 5 |
| 15. The video and discussion on THE FIRST SESSION | Useful | 5.40 | 5 |
| | Clearly Presented | 6.80 | 5 |
| 16. The COUNSELING ROLE PLAYING ACTIVITY by Regeina Cooper | Useful | 8.00 | 4 |
| | Clearly Presented | 7.75 | 4 |
| 17. The WORKSHEET PREPARATION FROM WAC | Useful | 7.50 | 4 |
| | Clearly Presented | 8.50 | 4 |
| 18. The presentation on PEER COUNSELING by Dana Folz | Useful | 5.80 | 5 |
| | Clearly Presented | 5.60 | 5 |
| 19. The presentation on the PROFESSIONAL DEVELOPMENT PROGRAM | Useful | 8.50 | 4 |
| | Clearly Presented | 8.50 | 4 |

Not at all Very much

1 2 3 4 5 6 7 8 9 10 MEAN (N=)

| | | MEAN | (N=) |
|---|---|---|---|
| 20. The FINAL REVIEW OF WRITING ACROSS THE CURRICULUM | Useful | 6.60 | 5 |
| | Clearly Presented | 7.20 | 5 |
| 21. The SITUATIONAL ROLE PLAYING ACTIVITY with the Peer Counselors | Useful | 7.60 | 5 |
| | Clearly Presented | 7.80 | 5 |
| 22. The presentation on the ROLE OF ORIENTATION COUNSELING | Useful | 8.60 | 5 |
| | Clearly Presented | 8.80 | 5 |
| 23. The review of the COURSE SYLLABUS by David Cohen and Don Butler | Useful | 9.00 | 4 |
| | Clearly Presented | 8.00 | 4 |
| 24. The presentation on MATHEMATICS PDP by Uri Treisman | Useful | 9.75 | 4 |
| | Clearly Presented | 8.75 | 4 |
| 25. The movie and discussion on "A WORLD APART" | Useful | 10.00 | 3 |
| | Clearly Presented | 10.00 | 3 |

26. Consider the 25 activities listed above: please RANK ORDER the 5 activities you now consider to have been the MOST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the MOST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

27. Consider the 25 activities listed above: please RANK ORDER the 5 activities you now consider to have been the LEAST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the LEAST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

Using the scale below, please indicate the extent to which you think the GOALS and OBJECTIVES of Mathematics and Physics Tutor Training were accomplished.

| Not at all | | | | | | | | | A great deal | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | MEAN | (N=) |

| | MEAN | (N=) |
|---|---|---|
| 28. The Tutor Training has increased my understanding of the type of student that attends FSP/TSP. | 9.20 | 5 |
| 29. The Tutor Training has increased my sensitivity to the diverse backgrounds of AAP students. | 9.40 | 5 |
| 30. Because of the Tutor Training I received, I think that I am a positive role model for students. | 8.80 | 5 |
| 31. Because of the Tutor Training, I understand the role that tutoring plays within FSP. | 9.20 | 5 |
| 32. The Tutor Training has increased my knowledge of tutoring strategies and methodologies. | 6.60 | 5 |
| 33. Because of the Tutor Training, I understand the inter-relationship between tutoring and counseling. | 6.20 | 5 |
| 34. The Tutor Training helped to clarify the goals and philosophy of FSP/TSP. | 8.80 | 5 |
| 35. The Tutor Training has helped me to understand the relationship between the tutor and the tutee. | 7.80 | 5 |
| 36. Because of the Tutor Training, I am better able to help students develop their critical thinking abilities and academic skills. | 8.40 | 5 |
| 37. Because of the Tutor Training, I am better able to help students function in the university setting. | 8.00 | 5 |
| 38. The Tutor Training helped develop my interpersonal and communication skills. | 8.20 | 5 |
| 39. The Tutor Training helped me to develop the skills necessary to work as a member of the FSP/TSP TEAM. | 9.20 | 5 |

40. What percentage of the PRINTED MATERIALS you received at the Tutor Training did you read:

| | | |
|---|---|---|
| 1. 100% or almost 100% of the materials | 60% | |
| 2. Approximately 75% of the materials | 20% | |
| 3. Approximately 50% of the materials | 20% | (N=5) |
| 4. 25% or less of the materials | 0% | |

41. The PRINTED MATERIALS I read were:

| | | | |
|---|---|---|---|
| 1. | Very informative | 40% | |
| 2. | Informative | 60% | |
| 3. | Somewhat informative | 0% | (N=5) |
| 4. | Not very informative | 0% | |
| 5. | Not at all informative | 0% | |

42. On a scale of "1" meaning VERY POORLY ORGANIZED to "10" meaning VERY WELL ORGANIZED, what rating would you give the Tutor Training Program?
PLEASE CIRCLE THE APPROPRIATE NUMBER

```
Very poorly                                              (N=5)  Very well
 organized                                                8.60  organized
   |____________________________________________________|________|
   |                                                             |
   1      2      3      4      5      6      7      8      9     10
```

43. Given the experiences you have encountered during the past six weeks of FSP/TSP, how would you rate the Tutor Training you received?

| | | | |
|---|---|---|---|
| 1. | Excellent | 40% | |
| 2. | Very good | 60% | |
| 3. | Average | 0% | (N=5) |
| 4. | Poor | 0% | |
| 5. | Very poor | 0% | |

44. If you could have made any changes in the training, what would you have done, and why?

```
------------------------------------------------------------------
------------------------------------------------------------------
------------------------------------------------------------------
------------------------------------------------------------------
------------------------------------------------------------------
------------------------------------------------------------------
```

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!
<u>REMEMBER TO RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE</u>

FSP/TSP - 8/88

# FSP/TSP ENGLISH AND GENERAL CONTENT TUTOR TRAINING QUESTIONNAIRE
## SUMMER 1988

This questionnaire is designed to identify the strengths and weaknesses of the Tutor Training Program. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the training program to best meet your needs.

**THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY!**

Using the scale below, please rate the following presentations and activities for USEFULNESS and CLARITY. If you DID NOT ATTEND a particular presentation or activity, place "N/A" after both response columns.

Not at all — Very much

1 2 3 4 5 6 7 8 9 10

| | | MEAN | (N=) |
|---|---|---|---|
| 1. The video and discussion of THE FIRST SESSION | Useful | 5.88 | 8 |
| | Clearly Presented | 5.88 | 8 |
| 2. The presentation on DEMOGRAPHICS by Adolfo Bermeo | Useful | 6.25 | 8 |
| | Clearly Presented | 6.00 | 8 |
| 3. The small group discussion of DEMOGRAPHICS by Lorelei Olaes | Useful | 5.25 | 8 |
| | Clearly Presented | 6.13 | 8 |
| 4. The presentation on the 1988 SUMMER PROGRAM STRUCTURE by Adolfo Bermeo | Useful | 5.75 | 8 |
| | Clearly Presented | 5.13 | 8 |
| 5. The presentation and role playing on UCLA AFFIRMATIVE ACTION | Useful | 6.13 | 8 |
| | Clearly Presented | 6.25 | 8 |
| 6. The video and discussion on TUTORS AND THE WRITING PROCESS | Useful | 5.57 | 7 |
| | Clearly Presented | 5.86 | 7 |
| 7. The hands-on activity of WRITING THRU THE PROCESS | Useful | 6.43 | 7 |
| | Clearly Presented | 6.71 | 7 |

Not at all ... Very much

1 2 3 4 5 6 7 8 9 10

| | | MEAN | (N=) |
|---|---|---|---|
| 8. The discussion of WHAT'S IT LIKE TO BE TUTORED | Useful | 5.29 | 7 |
| | Clearly Presented | 5.86 | 7 |
| 9. The film and discussion of the film "FROM HARLEM TO HARVARD" by Marco Williams | Useful | 8.00 | 6 |
| | Clearly Presented | 7.83 | 6 |
| 10. The presentation on UNIVERSITY WRITING by George Gadda | Useful | 7.43 | 7 |
| | Clearly Presented | 8.00 | 7 |
| 11. The presentation on ENTERING UNIVERSITY FRESHMEN by Phyllis Hart | Useful | 7.14 | 7 |
| | Clearly Presented | 8.14 | 7 |
| 12. The presentation on ADMISSIONS PROVISIONS by Rae Lee Siporin | Useful | 6.25 | 8 |
| | Clearly Presented | 4.88 | 8 |
| 13. The presentation on COUNSELING SERVICES by Regenia Cooper | Useful | 6.38 | 8 |
| | Clearly Presented | 6.63 | 8 |
| 14. The presentation on the STUDENT ASSESSMENT FORM by Lorelei Olaes | Useful | 5.57 | 7 |
| | Clearly Presented | 6.29 | 7 |
| 15. The workshop on RESPONDING TO STUDENT WRITING by Faye Pietzman | Useful | 6.29 | 7 |
| | Clearly Presented | 6.86 | 7 |
| 16. The video and small group discussion of BRIDGING CULTURAL GAPS by the Counseling Staff | Useful | 5.63 | 8 |
| | Clearly Presented | 6.25 | 8 |
| 17. The presentation on LANGUAGE MINORITY WRITERS AND SPEAKERS by Diana Savas | Useful | 6.38 | 8 |
| | Clearly Presented | 7.00 | 8 |
| 18. The role playing: "DIFFERENT TYPES OF STUDENTS" | Useful | 5.88 | 8 |
| | Clearly Presented | 6.00 | 7 |
| 19. The presentation on TUTORING STUDY SKILLS by Idell Holbert | Useful | 6.63 | 8 |
| | Clearly Presented | 6.50 | 8 |

```
Not at all                                                Very much
|_______________________________________________________|
|                                                       |
1     2     3     4     5     6     7     8     9     10     MEAN   (N=)
```

| | | MEAN | (N=) |
|---|---|---|---|
| 20. The presentation on TEACHERS AND TUTORS AS RESEARCHERS by Carol Jago and Faye Peitzman | Useful | 4.71 | 7 |
| | Clearly Presented | 6.29 | 7 |
| 21. The workshop on ACTIVE LISTENING by the Counseling Staff | Useful | 5.13 | 8 |
| | Clearly Presented | 4.38 | 8 |
| 22. The presentation on "OF ERROR AND EMPOWERMENT" | Useful | 6.43 | 7 |
| | Clearly Presented | 5.71 | 7 |
| 23. The disucssion on TUTOR-INSTRUCTOR COLLABORATION | Useful | 6.14 | 7 |
| | Clearly Presented | 5.86 | 7 |
| 24. The presentation on "60 MINUTES" - STRUCTURING YOUR HOUR | Useful | 4.86 | 7 |
| | Clearly Presented | 5.57 | 7 |
| 25. The FULL CONTENT AREA GROUP MEETINGS (FRIDAY, AUGUST 5, 1988) | Useful | 5.88 | 8 |
| | Clearly Presented | 5.00 | 7 |

26. Consider the 25 activities listed above: please RANK ORDER the 5 activities you now consider to have been the MOST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the MOST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

27. Consider the 25 activities listed above: please RANK ORDER the 5 activities you now consider to have been the LEAST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the LEAST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1)______ (2)______ (3)______ (4)______ (5)______

Using the scale below, please indicate the extent to which you think the following GOALS and OBJECTIVES of the Tutor Training were accomplished.

Not at all A great deal

1 2 3 4 5 6 7 8 9 10

| | MEAN | (N=) |
|---|---|---|
| 28. The Tutor Training has increased my sensitivity to the diverse backgrounds of AAP students. | 6.13 | 8 |
| 29. Because of the Tutor Training I received, I think that I am a positive role model for students. | 5.71 | 7 |
| 30. Because of the Tutor Training, I understand the role that tutoring plays within FSP. | 6.50 | 8 |
| 31. The Tutor Training has increased my knowledge of tutoring strategies and methodologies. | 6.13 | 8 |
| 32. Because of the Tutor Training, I understand the inter-relationship between tutoring and counseling. | 6.00 | 8 |
| 33. The Tutor Training helped to clarify the goals and philosophy of FSP/TSP. | 5.00 | 8 |
| 34. The Tutor Training has helped me to understand the relationship between the tutor and the tutee. | 5.13 | 8 |
| 35. Because of the Tutor Training, I am better able to help students develop their critical thinking abilities and academic skills. | 5.75 | 8 |
| 36. Because of the Tutor Training, I am better able to help students function in a university setting. | 6.00 | 8 |
| 37. The Tutor Training helped develop my interpersonal and communication skills. | 5.29 | 7 |
| 38. The Tutor Training helped me to develop the skills necessary to work as a member of the FSP/TSP TEAM. | 6.00 | 8 |

39. What percentage of the PRINTED MATERIALS you received at the Tutor Training did you read:

| | | |
|---|---|---|
| 1. 100% or almost 100% of the materials | 37.5% | |
| 2. Approximately 75% of the materials | 37.5% | (N=8) |
| 3. Approximately 50% of the materials | 0.0% | |
| 4. 25% or less of the materials | 25.0% | |

40. The PRINTED MATERIALS I read were:

| | | | |
|---|---|---|---|
| 1. | Very informative | 12.5% | |
| 2. | Informative | 50.0% | (N=8) |
| 3. | Somewhat informative | 25.0% | |
| 4. | Not very informative | 12.5% | |
| 5. | Not at all informative | 0.0% | |

41. On a scale of "1" meaning VERY POORLY ORGANIZED to "10" meaning VERY WELL ORGANIZED, what rating would you give the Tutor Training Program?
PLEASE CIRCLE THE APPROPRIATE NUMBER

Very poorly organized — (N=8) 5.50 — Very well organized

1 2 3 4 5 6 7 8 9 10

42. Given the experiences you have encountered during the past six weeks of FSP/TSP, how would you rate the Tutor Training you received?

| | | | |
|---|---|---|---|
| 1. | Excellent | 0.0% | |
| 2. | Very good | 37.5% | |
| 3. | Average | 37.5% | (N=8) |
| 4. | Poor | 12.5% | |
| 5. | Very poor | 12.5% | |

43. If you could have made any changes in the training, what would you have done, and why?

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

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FSP/TSP - 8/88

## FSP/TSP TEACHING ASSISTANT TRAINING QUESTIONNAIRE - SUMMER 1988

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This questionnaire is designed to identify the strengths and weaknesses of the Teaching Assistant Training Program. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the training program to best meet your needs.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY!

Using the scale below, please rate the following presentations and activities for USEFULNESS and CLARITY. If you DID NOT ATTEND a particular presentation or activity, place "N/A" after both response columns.

Not at all — Very much

1 2 3 4 5 6 7 8 9 10

| | | MEAN | (N=) |
|---|---|---|---|
| 1. The presentation on CALIFORNIA DEMOGRAPHICS by Adolfo Bermeo | Useful | 6.71 | 7 |
| | Clearly Presented | 8.43 | 7 |
| 2. The presentation on TEAM BUILDING by Kevin Dettmar and Lorelei Olaes | Useful | 4.71 | 7 |
| | Clearly Presented | 7.29 | 7 |
| 3. The presentation on RESPONDING TO STUDENT WRITING by Faye Peitzman | Useful | 3.60 | 5 |
| | Clearly Presented | 5.80 | 5 |
| 4. The discussion and role play on AFFIRMATIVE ACTION by AAP Counselors | Useful | 5.00 | 6 |
| | Clearly Presented | 6.67 | 6 |
| 5. The discussion section on ALTERNATIVES TO THE LECTURE by Carol Jago and Ray Prado | Useful | 5.29 | 7 |
| | Clearly Presented | 7.43 | 7 |
| 6. The review of the 1988 SUMMER PROGRAM STRUCTURE by Adolfo Bermeo | Useful | 6.75 | 8 |
| | Clearly Presented | 8.13 | 8 |
| 7. The presentation on THE ACADEMIC TEAM: TA AND TUTOR COLLABORATION | Useful | 4.88 | 8 |
| | Clearly Presented | 6.63 | 8 |
| 8. The presentation on ADMISSIONS PROVISIONS by Rae Lee Siporin | Useful | 6.38 | 8 |
| | Clearly Presented | 7.50 | 8 |

```
Not at all                                                  Very much
|------------------------------------------------------------|
|                                                            |
1      2      3      4      5      6      7      8      9      10
```

| | | MEAN | (N=) |
|---|---|---|---|
| 9. The presentation on the STUDENT ASSESSMENT FORM by Lorelei Olaes | Useful | 5.43 | 7 |
| | Clearly Presented | 7.29 | 7 |
| 10. The review of the SUMMER PROGRAM CALENDER by Adolfo Bermeo | Useful | 4.29 | 7 |
| | Clearly Presented | 6.71 | 7 |
| 11. The presentation on STUDY SKILLS by Idell Holbert | Useful | 5.63 | 8 |
| | Clearly Presented | 7.38 | 8 |
| 12. The ACADEMIC TEAM MEETINGS | Useful | 6.88 | 8 |
| | Clearly Presented | 7.00 | 8 |

13. Consider the 12 activities listed above: please RANK ORDER the 3 activities you now consider to have been the MOST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the MOST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1) _________ (2) _________ (3) _________

14. Consider the 12 activities listed above: please RANK ORDER the 3 activities you now consider to have been the LEAST VALUABLE, given your experiences during the past six weeks of FSP/TSP. (A rank of "1" would represent the LEAST VALUABLE activity)

(ANALYSIS NOT COMPLETED DUE TO A LOW RESPONSE RATE)

(1) __________ (2) __________ (3) __________

Using the scale below, please indicate the extent to which you think the following GOALS and OBJECTIVES of the TA Training were accomplished.

```
Not at all                                                  A great deal
|------------------------------------------------------------|
|                                                            |
1      2      3      4      5      6      7      8      9      10
```

| | MEAN | (N=) |
|---|---|---|
| 15. The TA Training has increased my understanding of the type of student that attends FSP/TSP. | 9.13 | 8 |

```
Not at all                                                A great deal
|-----------------------------------------------------------|
|                                                           |
1     2     3     4     5     6     7     8     9     10      MEAN   (N=)
```

| | MEAN | (N=) |
|---|---|---|
| 16. The TA Training has increased my sensitivity to the diverse backgrounds of AAP students. | 6.13 | 8 |
| 17. Because of the TA Training, I understand the role that I play within FSP/TSP. | 7.88 | 8 |
| 18. Because of the TA Training, I understand the inter-relationship between academics and counseling. | 6.38 | 8 |
| 19. The TA Training helped to clarify the goals and philosophy of FSP/TSP. | 7.38 | 8 |
| 20. Because of the TA Training, I am better able to help students function in the university setting. | 5.00 | 8 |

21. What percentage of the PRINTED MATERIALS you received at the Teaching Assistant Training did you read:

| | | |
|---|---|---|
| 1. 100% or almost 100% of the materials | 0.0% | |
| 2. Approximately 75% of the materials | 12.5% | (N=8) |
| 3. Approximately 50% of the materials | 37.5% | |
| 4. 25% or less of the materials | 50.0% | |

22. The PRINTED MATERIALS I read were:

| | | |
|---|---|---|
| 1. Very informative | 0.0% | |
| 2. Informative | 25.0% | |
| 3. Somewhat informative | 75.0% | (N=8) |
| 4. Not very informative | 0.0% | |
| 5. Not at all informative | 0.0% | |

23. On a scale of "1" meaning VERY POORLY ORGANIZED to "10" meaning VERY WELL ORGANIZED, what rating would you give the Teaching Assistant Training Program?
<u>PLEASE CIRCLE THE APPROPRIATE NUMBER</u>

```
Very poorly                 (N=7)
 organized                   4.71                     Very well
                                                      organized
|---------------------------|----------------------------------|
|                                                              |
1     2     3     4     5     6     7     8     9     10
```

24. Given the experiences you have encountered during the past six weeks of FSP/TSP, how would you rate the Teaching Assistant Training you received?

|  |  |  |  |
|---|---|---|---|
| 1. | Excellent | 0.0% |  |
| 2. | Very good | 37.5% |  |
| 3. | Average | 37.5% | (N=8) |
| 4. | Poor | 25.0% |  |
| 5. | Very poor | 0.0% |  |

25. If you could have made any changes in the TA Training, what would you have done, and why?

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(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!
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# APPENDIX III

## STRATEGIES FOR IMPROVING THE EVALUATION

### Training Program Questionnaires

- To ensure that a larger percentage of FSP/TSP student and professional staff members return their questionnaires, the completion of the questionnaire should be seen as a job responsibility.

### Use of Field Observers

- The use of field observers should be incorporated into the evaluation design for assessing the Training Component of FSP/TSP. Field observers can provide valuable descriptive information about the nature of the training programs, the interactions between the trainers and the trainees, and the interactions among trainees.

# CHAPTER V
# COUNSELING SERVICES UNIT

# EXECUTIVE SUMMARY
# COUNSELING SERVICES UNIT

**Introduction**. The mission of the Academic Advancement Program's (AAP) Counseling Services Unit is to provide "... sensitive, caring and holistic counseling services that effectively validate, facilitate and support the development of self-esteem and educational achievement while addressing the unique needs of low-income and minority students. Further, the AAP's Counseling Services Unit seeks to promote an appreciation of cultural and socioeconomic diversity at UCLA as well as to made the educational process an agent for social change in the broader community." (See the Summer Program Counseling Program section of the 1988 Summer Program's Handbook.)

**Counseling Unit Conclusions**. In general, the Counseling Unit received "Moderate" ratings on the Knowledge, Competence, and Personal-Self scales. Students from all ethnic groups rated the Unit as having a "Moderate" level of competency or ability. In addition, students' indicated that the Unit only improved their knowledge of campus resources, policies, and practices a moderate amount; and, for the most part, failed to make a strong impact. This could have been due to the fact that many of the scheduled counseling activities were cancelled. Asian students tended to give the Counseling Unit the lowest ratings, while Latino students tended to give the Counseling Unit the highest ratings (refer to pages 5.3 - 5.6).

**Peer Counseling Services Conclusions**. On both the Competency Scale and the Personal-Self Scale, in general Peer Counseling Services received much higher ratings than did the Counseling Unit. These findings point to the fact that students thought that the Peer Counseling Services not only operated competently, but also demonstrated a sensitivity in helping them deal with their personal and academic concerns. In general, Asian student gave the lowest ratings, while Black students gave the highest. The overall Peer Counseling Services received a mean rating of 8.6, indicated that the Services provided were "Very Good" (refer to pages 5.6 - 5.9).

**Professional Counseling Services Conclusions**. Students indicated that the Professional Counseling Services demonstrated an adequate knowledge of campus resources, academic rules, and regulations. Student gave the Professional Counseling Services lower ratings on the Personal-Self Scale than they gave to the Peer Counselors, indicating that students were less comfortable discussing their personal and academic problems with their Professional Counselors than they were with their Peer Counselors. Ratings given to the Professional Counseling Component generally reflect the positive nature in which the services were received, but did not indicate that FSP/TSP students considered the Professional Counseling Services they received to be "Excellent" (refer to pages 5.8 - 5.11).

**Resident Hall Services Conclusions**. The findings from this section seem to suggest that the FSP/TSP students did not think that the Resident Assistants demonstrated a comprehensive knowledge of residence hall procedures or FSP/TSP activities, or did an adequate job following-up on violations of rules and regulations. In addition, students did not perceive the Resident Assistants to be overly positive role models or someone to go to discuss personal or academic problems. As compared to the ratings given to the other counseling components, Resident Assistants received the lowest ratings (refer to pages 5.11 - 5.13).

### Recommendations.
(refer to page 5.14)

- In order to ensure that the goals and objectives of the Counseling Services Unit are fulfilled, none of the scheduled Counseling Workshops or activities should be cancelled.

- AAP and Office or Residential Life staff should clearly define the role of the Resident Assistants.

- The roles of each member of the "Counseling Team" -- Peer Counselors, Professional Counselors, and Resident Assistants -- should be defined for the students so their expectations are appropriate.

- Attention should be given to the needs of students in different ethnic groups.

# COUNSELING SERVICES UNIT

## INTRODUCTION

The mission of the Academic Advancement Program's (AAP) Counseling Services Unit is to provide " ... sensitive, caring and holistic counseling services that effectively validate, facilitate and support the development of self-esteem and educational achievement while addressing the unique needs of low-income and minority students. Further, the AAP's Counseling Services Unit seeks to promote an appreciation of cultural and socioeconomic diversity at UCLA as well as to made the educational process an agent for social change in the broader community." (See the Summer Program Counseling Program section of the 1988 Summer Program's Handbook.)

The Counseling Unit, which consists of Professional Counselors, Peer Counselors, and Resident Assistants (RA), is a part of the "Counseling Team," designed to help Freshman Summer and Transfer Summer Program (FSP/TSP) student's increase their understanding of UCLA's structure and resources; foster their development of critical thinking, academic skills, and personal and social responsibility; and introduce them to AAP retention services in a "Team Approach." The priorities for counseling included introducing the roles of counseling, learning skills, and tutorial services; promoting students' appreciation of racial, cultural, and socioeconomic diversity at UCLA; fostering their ability to function in the university environment; and building and reinforcing their positive self-image, inner confidence and self-direction (see the Summer Program Counseling Program section of the 1988 Summer Program's Handbook).

The mission and goals of FSP/TSP's Counseling Services Unit were to be fulfilled through the use of counseling workshops, Peer Counselor individual appointments, Professional Counselor individual appointments, and additional activities such as library tours, Faculty evenings, and campus fairs (for a schedule of Counseling Services Unit activities, see Appendix I).

## METHODOLOGY

The FSP/TSP Counseling Services Unit was evaluated using a **Counseling Evaluation Questionnaire,** designed to assess student reactions to the Counseling Unit and a **Student Referral Form,** designed to assess the use of the "Team Approach." In addition, **observers attended each scheduled counseling workshop** to assess the extent to which the goals and objectives of the workshops were met. **Sign-in sheets** and/or **counseling contact sheets** were kept for each counseling activity to identify those students who attended counseling sessions.

### Counseling Session Sign-in Sheets

To assess the extent to which students attended Counseling Unit activities, the evaluator requested that a student sign-in sheet be passed around at each workshop or event. The evaluator prepared separate sign-in sheets for each of the scheduled Counseling Services Unit activities, so that students could easily indicate their presence by signing their name and UCLA Identification Number. Unfortunately, in approximately 90% of the cases, the sign-in sheets were never kept and/or never returned to the evaluator. In addition to the sign-in sheets, Peer and Professional Counselors were to have kept contact sheets describing their group and individual sessions with the students. While these contact sheets were completed and returned to AAP, information such as the number and type of visits was not available from AAP staff.

## Student Referral Form

As an evaluation tool recommended by AAP Counselors to illustrate the use of the "Team Approach," a Student Referral Form (see Appendix I) was also developed to assess the extent to which the Counseling Services Unit utilized the "Team Approach" (the integration of academic services with counseling services), and if so, whether or not the use of the "Team Approach" successfully dealt with students' problems. The Student Referral Form was developed so that members of the academic team could indicate the area of concern that a student was having to facilitate an appropriate referral to the "Counseling Team." The forms were to be completed by academic team members and turned in to the counseling representative at the weekly curricular meetings. The counseling representative would then make the appropriate referral.

The use and procedures for completing the Student Referral Form were described to all academic team members and to all members of the Counseling Unit. In addition, AAP staff had a great deal of input into both into the construction of the Student Referral Form and the form's utilization. Unfortunately, even after several attempts to persuade FSP/TSP staff members to utilize this form, its use was not fully integrated into the structure of FSP/TSP. Therefore, the results from the Student Referral Forms could not be analyzed. (A strategy for improving utilization of the Student Referral Form is discussed in Appendix III.)

## Counseling Workshop Field Observers

Four trained UCLA graduate students attended each of the four Counseling Workshops, taking naturalistic filed notes using unstructured observation protocols. Using the narrative method, observers recorded events in as much detail as possible and in the order in which they occurred. Observers were instructed to pay particular attention to the setting, climate, actors, group process activities or the interactions between program participants and Counseling staff members, and the use of the counseling "Team Approach." Each of the seven members of the observation team had pervious training in naturalistic observation and were in no way associated with FSP/TSP or AAP. Before the start of the program, the evaluator trained the filed observers on the goals and objectives of FSP/TSP and AAP's Counseling Services Unit. In addition, the observers were provided with a list of important types of activities to which their attention should be directed. The evaluator met with the field observers on a weekly basis to discuss observation techniques and the protocols.

Because the counseling workshops did not occur in one central location but on various floors of Sproul and Dykstra Halls, two floors were randomly chosen and two observers were randomly assigned to each floor. Unfortunately, for each of the four counseling workshops, a majority of the observers indicated that the workshop they attended never took place. And in two cases, all observers indicated that they workshop they attended never took place (Personal Adjustment and Cultural Adjustment). Therefore, it was impossible to assess the degree to which each of the counseling workshops met and achieved their stated goals and objectives.

## Counseling Evaluation Questionnaire

The Counseling Services Unit of FSP/TSP was evaluated using a Counseling Evaluation Questionnaire designed to assess the extent to which the counseling services made an impact on student adjustment to university life, in general, and to UCLA, in particular (see Appendix II for a copy of the questionnaire, with accompanying student responses in the form of means, percentages, and counts). The questionnaire was divided into a section on the Counseling Unit itself, and on each member of the "Counseling Team": Peer Counselors, Professional Counselors, and Resident Assistants.

The counseling questionnaire was constructed as a series of 5-point likert items. Within each section, students were asked a series of questions about the Counseling Unit's ability or competence, the extent to which the experiences and interactions they had with the Counseling

Unit helped them gain knowledge about campus resources, and the extent to which the experiences and interactions they had with the Counseling Unit improved their personal well-being. From the items, the evaluator then created three subscales, renaming the subscales to reflect their content more accurately. For the overall Counseling Unit, a **Competence Scale** (referring to the general competency level or ability level of the Counseling Unit), a **Knowledge Scale** (referring to the ability of Counseling Unit to increase the knowledge students have about campus resources, polices, etc.), and a **Personal-Self Scale** (referring to the ability of Counseling services to help students better understand themselves and the university environment they live in). For each of the individual members of the "Counseling Team," two subscales were created: a Competency Scale and a Personal-Self Scale. The Internal Consistency Alphas ranged from .74 to .93 (see Figure 1 for a complete list of the alpha levels) and are believed to be very reasonable. The major advantage of using composite measures of variables (scales) as opposed to measurements based on one data item is that scales increase the validity of the measure.

Several members of the AAP staff, including the Director, Assistant Director, Head of Professional Counseling, and Head of Peer Counseling assisted with the pilot review and evaluation of the Counseling Evaluation Questionnaire (CEQ). In addition, the Director of the Office of Residential Life and the Head Resident Assistant for Sproul and Dykstra Halls also had the opportunity to review the questionnaire. The CEQ was mailed to every students' summer mailing address during the last two weeks of FSP/TSP. Students were instructed to return their completed to either an AAP staff member at Campbell Hall or to their Resident Assistant. Students were informed that upon return of their completed questionnaire, they would receive, as a token of appreciation, either a UCLA Grade Card or Blue Book. Of the 670 questionnaires distributed, 146 returned their questionnaires, indicating a response rate of 22%. Because this response rate is a bit low, caution should be exercised when generalizing these results to the entire population of FSP/TSP students. (Strategies for improving the return rate is discussed in Appendix III.)

## FINDINGS

### COUNSELING SERVICES UNIT

Goals and Objectives. As stated previously, the goals and objectives of the Counseling Services Unit is to provide " ... sensitive, caring and holistic counseling services that effectively validate, facilitate and support the development of self-esteem and educational achievement while addressing the unique needs of low-income and minority students (see Summer Program Counseling Program section of the 1988 Summer Program's Handbook).

Ratings of the Counseling Unit. Within the CEQ, students were asked a series of questions about the Counseling Services Unit. From these questions, three subscales were created. The **Competence Scale** measures the general competency level or ability level of the Counseling Unit, the **Knowledge Scale** measures the ability of Counseling Unit to increase students' knowledge students about campus resources and polices, and the **Personal-Self Scale** measures the ability of Counseling Unit to help students better understand themselves and the university environment they live in. All three scales range from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 2A presents the students' ratings of the Counseling Unit on the Competence Scale, by ethnicity. Ethnic identification information was obtained by matching the UCLA Student Identification Numbers from the questionnaire with demographic information obtained from AAP staff. Of the 146 students who completed and returned their questionnaire, 137 or 94% recorded their UCLA Student Identification Numbers. All Figures in this chapter include

# FIGURE 1
# COUNSELING EVALUATION QUESTIONNAIRE
# INTERNAL CONSISTENCY ALPHA VALUES

| Questionnaire Section | | % of Questions Used in the Scales* | Internal Consistency Alpha Values |
|---|---|---|---|
| *COUNSELING UNIT(a)* | | 100% | |
| | Competence | | .74 |
| | Knowledge | | .80 |
| | Personal-Self | | .82 |
| *PEER COUNSELING SERVICES(b)* | | 75% | |
| | Competence | | .91 |
| | Personal-Self | | .93 |
| *PROFESSIONAL COUNSELING SERVICES(c)* | | 90% | |
| | Competence | | .92 |
| | Personal-Self | | .84 |
| *RESIDENT ASSISTANT SERVICES(d)* | | 53% | |
| | Competence | | .80 |
| | Personal-Self | | .88 |

---

**This value represents the percentage of questions from each section of the questionnaires that were used to construct the scales.*

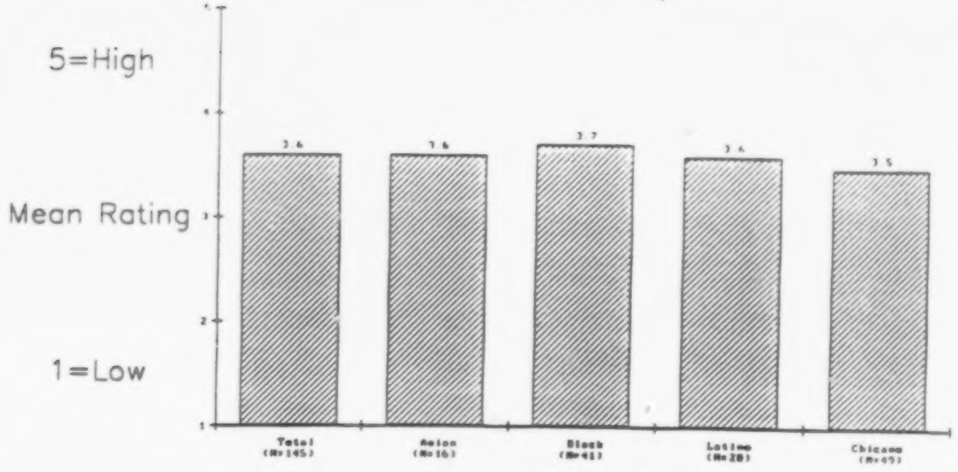
*(a)Counseling Unit - Competence Scale was created from the following items: QA3, QA4, QA7, and QA11. The Knowledge Scale was created from the following items: QA1, QA5, QA7, and QA8. The Personal-Self Scale was created from the following items: QA2, QA6, QA9, and QA10.*

*(b)Peer Counseling Services - Competence Scale was created from the following items: QB2, QB3, QB5, QB6, QB7, and QB10. The Personal-Self Scale was created from the following items: QB1, QB8, QB9, QB12, QB14, and QB16.*

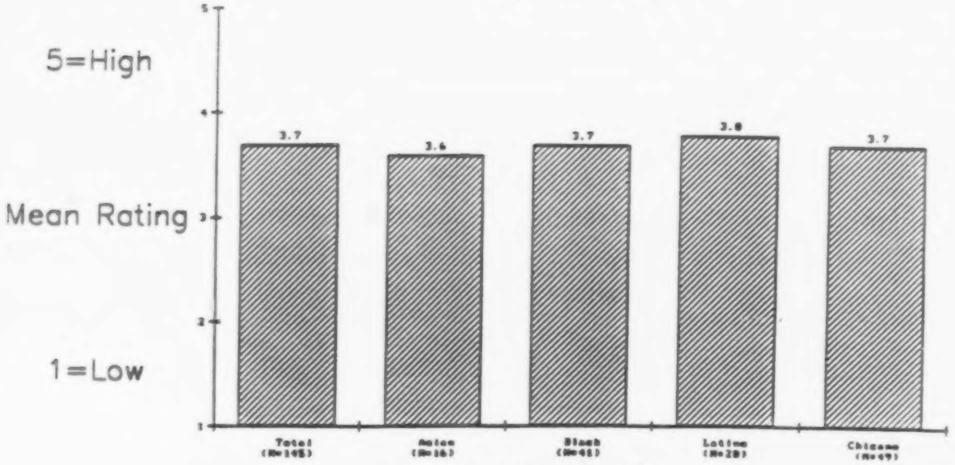
*(c)Professional Counseling Services - Competence Scale was created from the following items: QC2, QC3, QC4, QC6, QC7, and QC10. The Personal-Self Scale was created from the following items: QC1, QC8, and QC9.*

*(d)Resident Assistant Services - Competence Scale was created from the following items: QD6, QD7, QD10, QD13, and QD15. The Personal-Self Scale was created from the following items: QD4, QD5, QD8, and QD12.*

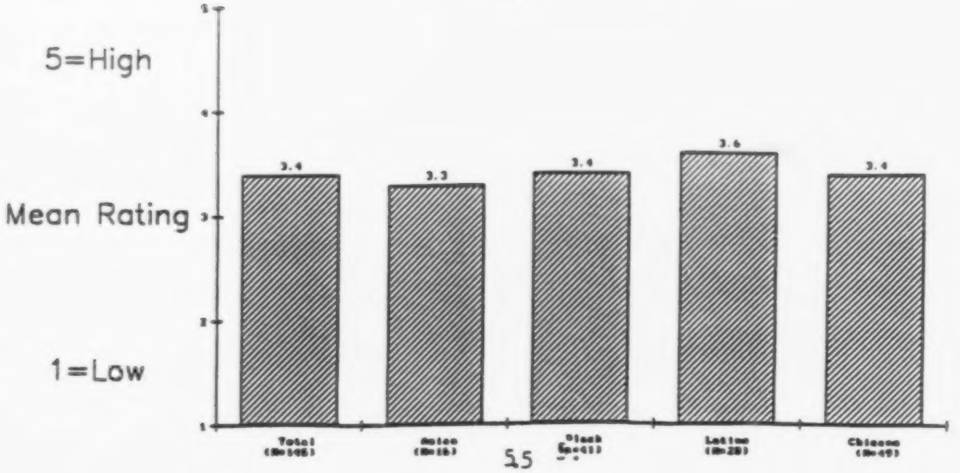
## FIGURE 2A
Students' Rating of the Counseling Unit
on the Competence Scale
by Ethnicity



## FIGURE 2B
Students' Rating of the Counseling Unit
on the Knowledge Scale
by Ethnicity



## FIGURE 2C
Students' Rating of the Counseling Unit
on the Personal—Self Scale
by Ethnicity



responses from the total population of students completing the questionnaire and from those ethnic groups with at least 15 respondents. From Figure 2A, it is clear that students' gave the Counseling Unit only moderate ratings on the Competence Scale. The total population of students gave the Counseling Unit a rating of 3.6, indicating that the students thought the Counseling Unit demonstrated a "Moderate" level of competency or ability. There is very **little difference between ethnic groups on the rating given to the Counseling Unit.**

Figure 2B presents the students rating of the Unit on the Knowledge Scale. Again, ratings averaged at 3.7, indicating that **students thought that the Unit provided them with a "Moderate" amount of knowledge about campus resources, policies, and procedures.** Again, there was little difference between ethnic groups. The results from the third scale are presented in Figure 2C. **Students gave the Counseling Unit much lower ratings on the Personal-Self Scale than they did on the Competence or Knowledge scales.** The total population of students gave the Unit a rating of 3.4 on the Personal-Self Scale, indicating that the students did not perceive the counseling unit to have helped them fully understand their social and personal responsibility, reinforce their positive self-image, or develop their critical thinking and academic skills. Asian students gave the Unit the lowest rating (3.3), while Latino students gave the Unit the highest rating (3.6). From these findings, it is clear that the Counseling Unit improved the students' knowledge of campus resources, policies, and practices only a moderate amount and, for the most part, failed to make a strong impact on students. This could have been due to the fact that many of the scheduled Counseling Workshops were cancelled.

Overall Rating of the Counseling Unit. Using a scale from "1" meaning Poor to "10" meaning Excellent, students were asked to give the Counseling Unit an overall rating (see Appendix II, FSP/TSP Counseling Evaluation Questionnaire, question #A12). The results from this question are presented in Figure 3. The overall rating give to the Unit was 7.1, or "Good." Again, this finding seems to indicate that the services received from the Counseling Unit were considered by the students to be "Good," though not "Excellent."

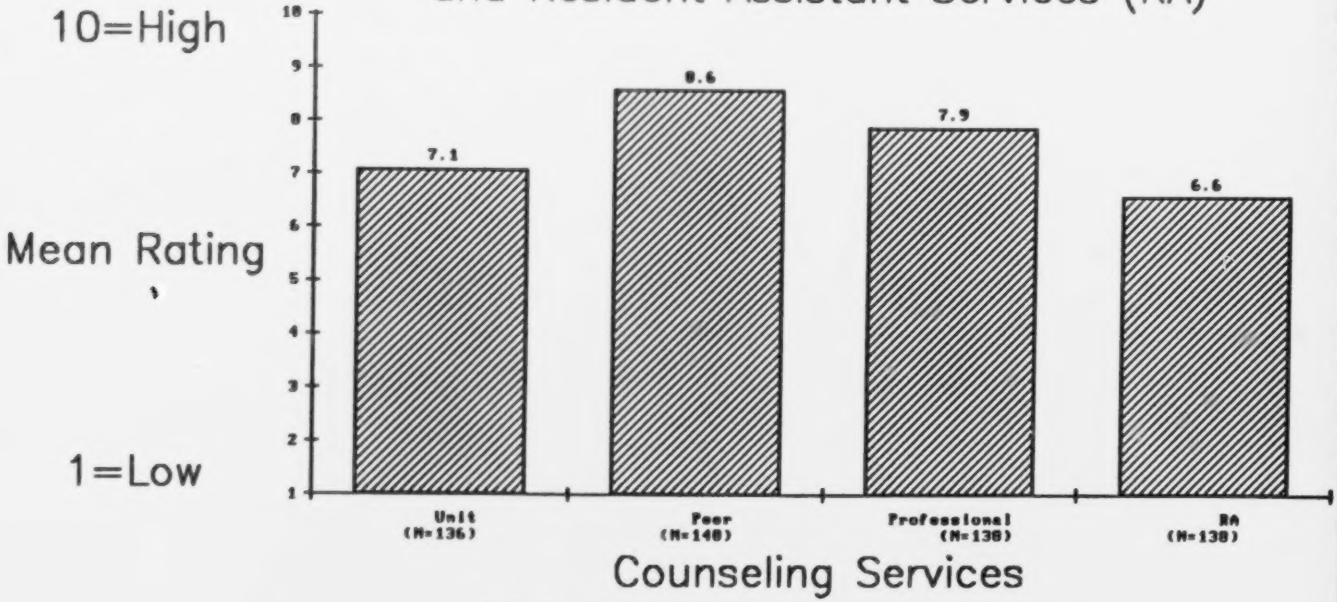
Conclusions. *The Counseling Unit, in general, received "Moderate" ratings on all three scales. Students from all ethnic groups rated the Unit as having a "Moderate" level of competency or ability. In addition, students' indicated that the Unit only improved their knowledge of campus resources, policies, and practices a moderate amount; and, for the most part, failed to make a strong impact. This could have been due to the fact that many of the scheduled counseling activities were cancelled. Asian students tended to give the Counseling Unit the lowest ratings, while Latino students tended to give the Counseling Unit the highest ratings.*

## PEER COUNSELING SERVICES

Goals and Objectives. The Peer Counseling Component of the FSP/TSP " ... was designed to provide entering students guidance and support in making their personal, social, and academic transitions to university like by interfacing them with upper class students who have successfully undergone the same transitional experience. The goals of the Peer Counseling Component were to assist in the students' ability to succeed toward graduation at UCLA and to enhance the students' self-sufficiency through holistic counseling and support services." (See the Summer Program Peer Counseling section of the 1988 Summer Program's Handbook.)

Ratings of the Peer Counseling Services. Within the CEQ, students were asked a series of questions about the Peer Counseling Services. From these questions, two subscales were created. **The Competence Scale** and the **Personal-Self Scale**. Both scales range from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and

FIGURE 3
Students' Ratings of the Counseling Unit (Unit),
Peer Counseling Services (Peer),
Professional Counseling Services (Professional),
and Resident Assistant Services (RA)



"5" representing a high rating. Figure 4A presents the students' ratings of the Peer Counseling Services on the Competence Scale, by ethnicity. **Students generally gave the Peer Counseling Services "Moderately High" ratings on the Competence Scale (ratings ranging from a low of 4.1 to a high of 4.5). Asian students rated the Peer Counseling Services the lowest (4.1), while Black students rated the services the highest (4.5).** Students gave the Peer Counseling Services much higher ratings on the Competency Scale than they gave the Counseling Unit.

The results of the students' ratings of the Peer Counseling Services on the Personal-Self Scale follow a similar pattern to what was found on the Competence Scale. Students gave the **Peer Counseling Services "Moderately High" ratings on the Personal-Self Scale** (see Figure 4B), **with Asian students giving the lowest ratings (4.1) and Black students giving the highest ratings (4.4).** Ratings received by the Counseling Unit on this scale were almost an entire point lower than the ratings received by the Peer Counselors. From the ratings given, it is clear that students thought the Peer Counseling Services not only operated competently but also demonstrated a sensitivity in helping them deal with their personal and academic concerns.

Overall Rating of the Peer Counseling Services. Using a scale from "1" meaning Poor to "10" meaning Excellent, students were asked to give the Peer Counseling Services an overall rating (question #B17). The results from this question are presented in Figure 3. **The generally positive ratings received by the Peer Counseling Services were echoed in the response to this question.** Students gave the Peer Counseling Services a mean rating of 8.6, indicating that they thought the Services provided were "Very Good." **Again, the rating given to the Peer Counseling Services was much higher than the rating given to the Counseling Unit.** In addition, written comments provided by the students generally praised the Peer Counseling Staff. Of the 20 students who provided written comments on various aspects of Peer Counseling, 18 or 90% were positive. Positive comments focused on the fact that Peer Counselors were "Very Helpful," "Excellent at their job," and "Good Friends."

Conclusions. *On both the Competency Scale and the Personal-Self Scale, Peer Counseling Services received much higher ratings than did the Counseling Unit. These findings point to the fact that students thought that the Peer Counseling Services not only operated competently but also demonstrated a sensitivity in helping them deal with their personal and academic concerns. In general, Asian student gave the lowest ratings, while Black students gave the highest. The overall Peer Counseling Services received a mean rating of 8.6, indicated that the Services provided were "Very Good."*

## PROFESSIONAL COUNSELING SERVICES

Goals and Objectives. The role of the FSP/TSP Professional Counselors was to help students facilitate their transition from high school or community college to UCLA. Professional Counselors helped FSP/TSP students plan their academic schedule and develop a long range degree plan, provided clarity on academic rules and regulations, provided assistance with housing and financial aid, and explained the role of counselors in the university. In addition, the Professional Counselors coordinated all Counseling Workshops. (See the Summer Program Counseling Program section of the 1988 Summer Program's Handbook.)

Ratings of the Peer Counseling Services. Within the CEQ, students were asked a series of questions about the Professional Counseling Services. From these questions, two subscales were created. **The Competence Scale** and the **Personal-Self Scale.** Both scales range from one to five, with "1" representing a low rating and "5" representing a high rating. From Figure 5A, it is clear that **a majority of the students considered the competency level of the Professional**

FIGURE 4A
Students' Rating of the Peer Counseling Services on the Competence Scale by Ethnicity

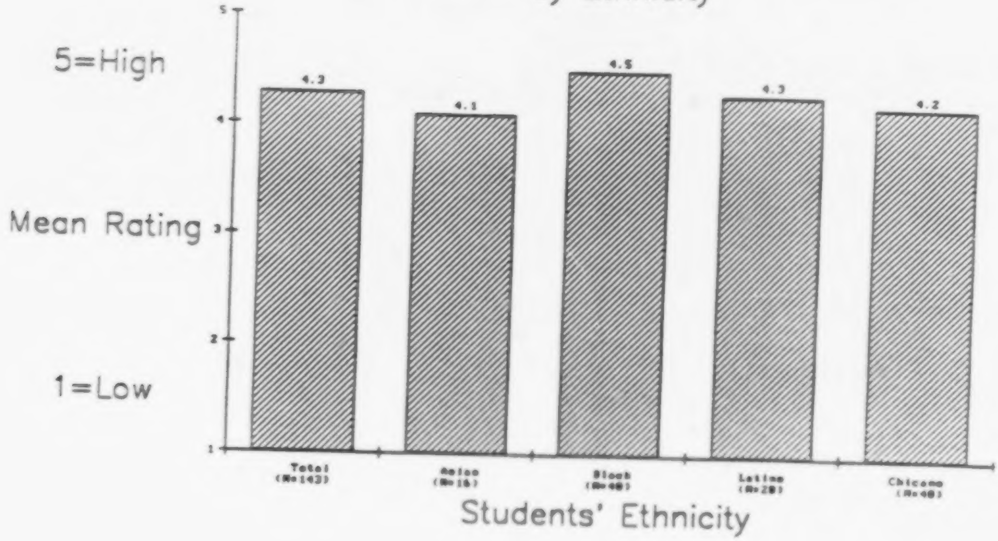


FIGURE 4B
Students' Rating of the Peer Counseling Services on the Personal-Self Scale by Ethnicity

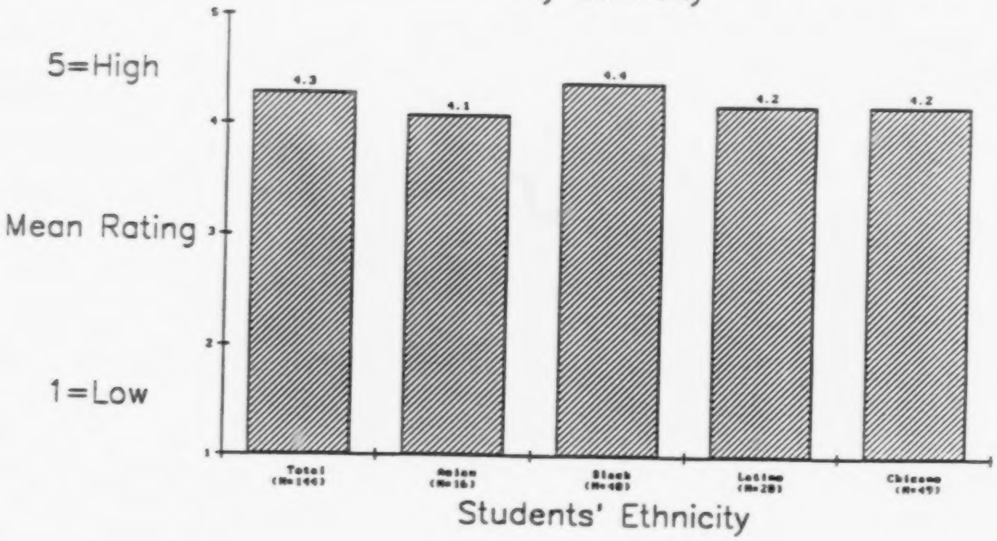


FIGURE 5A
Students' Rating of the Professional Counseling Staff on the Competence Scale by Ethnicity

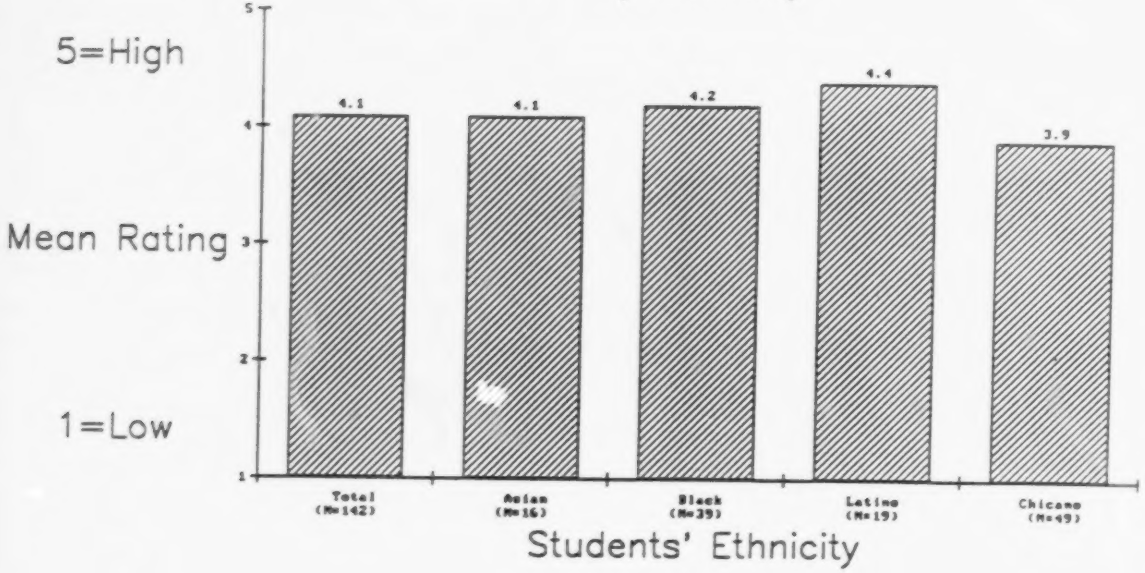
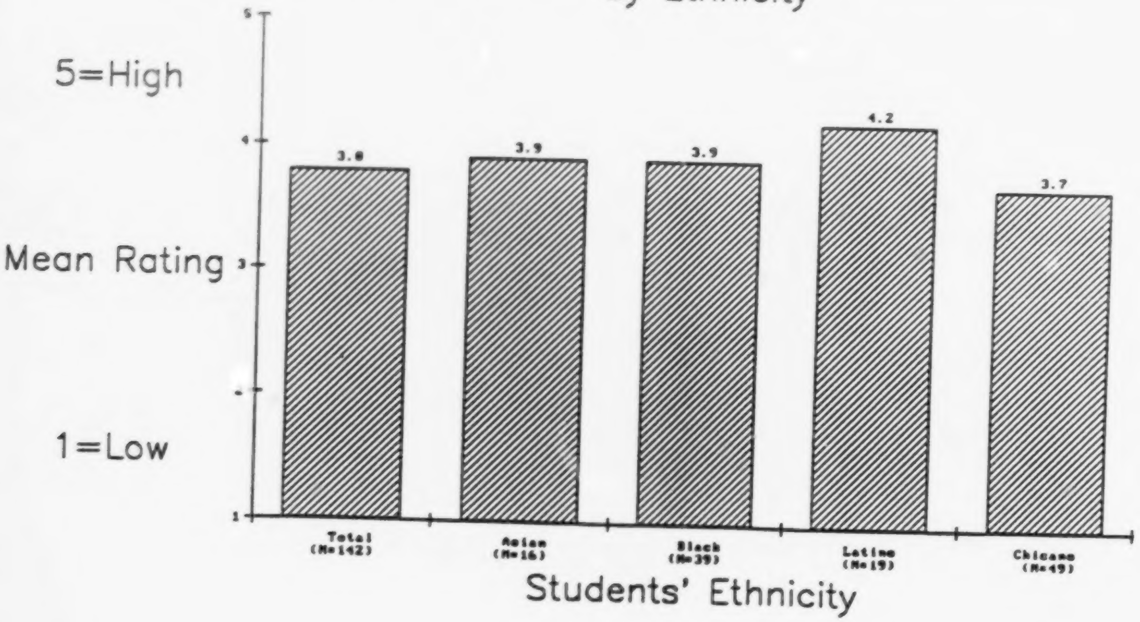


FIGURE 5B
Students' Rating of the Professional Counselors on the Personal-Self Scale by Ethnicity



Counseling Services to be "Moderately High." One exception, however, was the Chicano students. These student gave the professional counselors a more "Moderate" rating of 3.9. And, Latino students, by far, gave the Professional Counseling Services the highest rating, 4.4. Students, therefore, indicated that the Professional Counselors demonstrated an adequate knowledge of campus resources, academic rules, and regulations.

Figure 5B presents the results from the Personal-Self Scale. While Professional Counseling Services received similar ratings to those of Peer Counseling Services on the Competence Scale, they received much lower ratings than Peer Counseling Services on the Personal-Self Scale. With one exception, **students gave only "Moderate" ratings to the Professional Counseling Services (ratings ranged from 3.7 to 3.9).** Latino students gave the Professional Counseling Services a "Moderately High" rating on the Personal-Self Scale (4.2). These findings suggest that students were less comfortable discussing their personal and academic problems with the Professional Counselors than they were with the Peer Counselors.

Overall Rating of the Peer Counseling Services. Using a scale from "1" meaning Poor to "10" meaning "Excellent," students were asked to give the Counseling Services Unit an overall rating (question #C11). The results from this question are presented in Figure 3. The overall rating received by the Professional Counseling Services (7.9) was higher than the rating received by the Counseling Unit (7.1), but lower than the rating received by the Peer Counseling Services (8.6). While the rating reflects the generally positive nature in which Professional Counseling was received, it does not indicate that FSP/TSP students considered the Professional Counseling Services to be outstanding.

Conclusions. *Students indicated that the Professional Counseling Services demonstrated an adequate knowledge of campus resources, academic rules, and regulations. Student gave the Professional Counseling Services lower ratings on the Personal-Self Scale than they gave to the Peer Counselors, indicating that students were less comfortable discussing their personal and academic problems with their Professional Counselors than they were with their Peer Counselors. Ratings given to the Professional Counseling Component generally reflect the positive nature in which the services were received, but did not indicate that FSP/TSP students considered the Professional Counseling Services they received to be outstanding.*

## RESIDENT ASSISTANT SERVICES

Goals and Objectives. The Resident Assistant Services were designed to help students "... learn to adjust to the social dimensions of life at UCLA and to mitigate the stress of academic competition ... " (See the Freshman Summer Program section of the Academic Advancement Program Internal Review Report.) No specific goals and objectives of the Resident Assistant Services were provided in the 1988 Summer Program's Handbook.

Ratings of the Resident Hall Services. Two subscales were created from the CEQ section on Resident Assistant Services -- the **Competence Scale** and the **Personal-Self Scale**. Both scales range from one to five, with "1" representing a low rating and "5" representing a high rating. Students' rating of the Resident Assistant Services on the Competence Scale are presented in Figure 6A. **Resident Assistant services were given only "Moderate" ratings on this scale, ranging from a low of 3.4 to a high of 3.8, with Chicanos giving the lowest rating and Latinos giving the highest.** These findings seem to suggest that the FSP/TSP students did not think that the Resident Assistants demonstrated a comprehensive knowledge of residence hall procedures or FSP/TSP activities and did not do an adequate job following-up on violations of rules and regulations. The ratings received by the Resident Assistant Services were comparable to the ratings received by the Counseling Unit, but much lower than the ratings

FIGURE 6A
Students' Rating of the Resident Assistant Services on the Competence Scale by Ethnicity

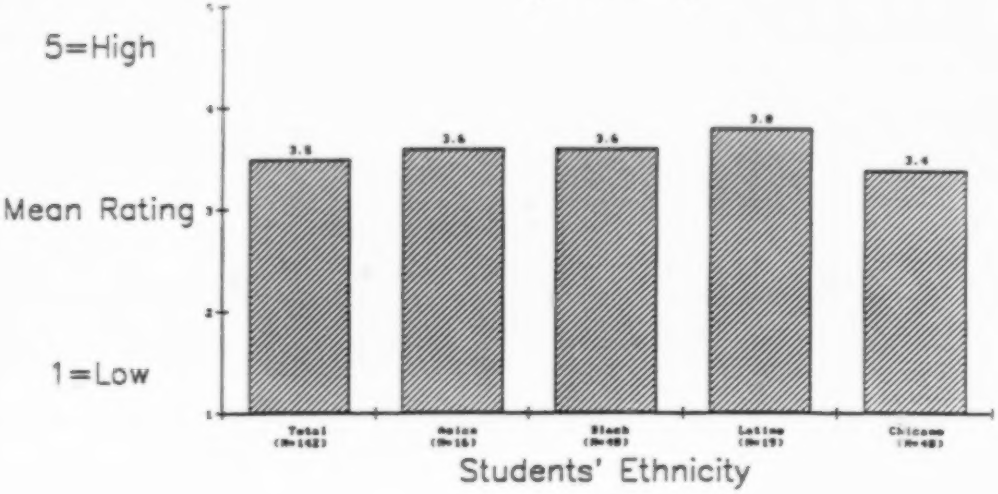
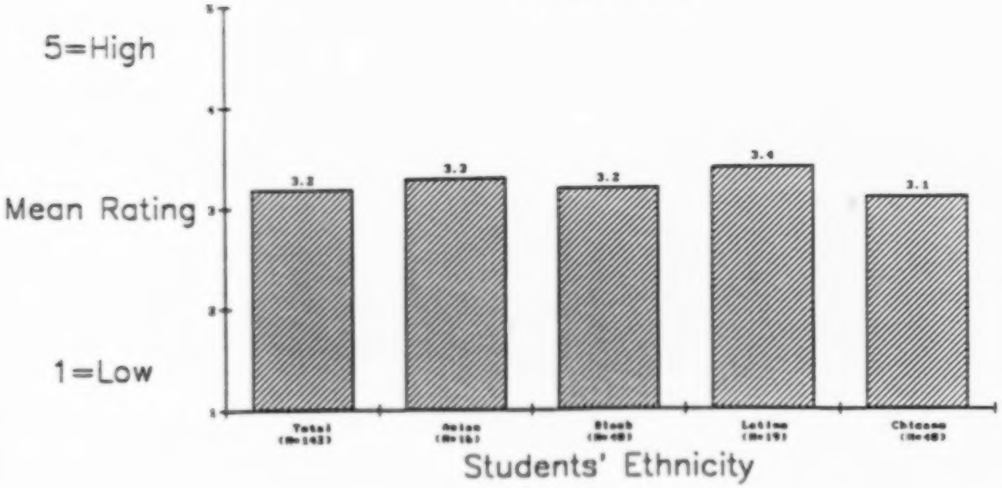


FIGURE 6B
Students' Rating of the Resident Assistant Services on ther Personal-Self Scale by Ethnicity



received by either the Peer or Professional Counseling Services.

Figure 6B presents the results form the Personal-Self Scale. The Resident Assistant Services Received the lowest ratings on this scale than either the Counseling Unit or the Peer and Professional Counseling Services. The general ratings received by the Resident Assistant Services ranged from a low of 3.1 to a high of only 3.4. These findings clearly indicate that students did not perceive the Resident Assistants to be overly positive role models or someone students could freely go to to discuss personal or academic problems. This finding was echoed by written comments. Of the 35 students that provided written comments, approximately one-third (32%) had negative comments to say about their Resident Assistants. Most of the comments focused around the fact that the Resident Assistants were "Never Around" or "Not Accessible."

Overall Rating of the Resident Hall Services. Using a scale from "1" meaning Poor to "10" meaning Excellent, students were asked to give an overall rating to the Resident Assistant Services (question #D16). The results are presented in Figure 3. The overall rating given to the Resident Assistant services was 6.6 or "Average." Compared to ratings given to the Counseling Unit or the Peer or Professional Counseling Services, this was, by far the lowest rating. Again, this finding seems to indicate that students did not have a very high opinion of the services provided by the Resident Assistants.

Conclusions. *The findings from this section seem to suggest that the FSP/TSP students did not think that the Resident Assistants demonstrate an outstanding knowledge of residence hall procedures or FSP/TSP activities, or did an outstanding job following-up on violations of rules and regulations. In addition, students did not perceive the Resident Assistants to be overly positive role models or someone to go to to discuss personal or academic problems. As compared to the ratings given to the other counseling components, Resident Assistants received the lowest ratings.*

## RECOMMENDATIONS

- In order to ensure that the goals and objectives of the Counseling Services Unit are fulfilled, none of the scheduled Counseling Workshops or activities should be cancelled.

- AAP and Office or Residential Life staff should clearly define the role of the Resident Assistants.

- The roles of each of the "Counseling Team" members -- Peer Counselors, Professional Counselors, and Resident Assistants -- should be defined for the students so that their expectations are appropriate.

- Attention should be given to the needs of students in different ethnic groups.

# APPENDIX I

# FSP/TSP
# COUNSELING ACTIVITIES

**COUNSELING STRUCTURE:**

To meet these goals the following counseling structure has been developed:

- **WORKSHOPS:**

  Sessions Mandatory for all students.
  All Session 3's reserved for commuter students only.

**Personal/Interpersonal Relationships**

| | | | | |
|---|---|---|---|---|
| Session 1 | Monday | 8/7/88 | 3:30 - 4:30 | Sproul Hall |
| Session 2 | Wednesday | 8/10/88 | 3:30 - 4:30 | Sproul Hall |
| Session 3 | Thursday | 8/11/88 | 3:30 - 4:30 | Sproul Hall |

Presenter: Dr. Cynthia Torres, Management Assistant
Office of Residential Life

Content: 1 hour presentation and discussion on suicide prevention, roommate conflicts, and interpersonal relationships within the context of residential life.

**Orientation/Personal Adjustment**

| | | | | |
|---|---|---|---|---|
| Session 1 | Monday | 8/8/88 | 6:30 - 9:00 | Sproul Hall |
| Session 2 | Tuesday | 8/9/88 | 6:30 - 9:00 | Dysktra Hall |
| Session 3 | Tuesday | 8/9/88 | 3:30 - 5:00 | Sproul Hall |

Presenters: AAP Counselor/ Peer Counselor Teams
Materials: Student Resource Handbook
Video or slide presentation

Format: 1 hour presentation adjuncted to regularly scheduled floor meetings.
Orientation slide show or video presentation.
Small group discussions facilitated by teams.

Topics: The conditions and attitudes necessary to promote a successful and meaningful personal adjustment to university life.
Emphasis on self-exploration and integration of campus resources as factors facilitating personal growth.

## Individual Time Management

| | | | | |
|---|---|---|---|---|
| Session 1 | Monday | 8/15/88 | 6:30-9:00 | Sproul Hall |
| Session 2 | Tuesday | 8/16/88 | 6:30-9:00 | Dykstra Hall |
| Session 3 | Tuesday | 8/16/88 | 3:30-5:00 | Sproul Hall |

Presenters: AAP Counselor/Peer Counselor Teams

Format: 1 hour presentation adjuncted to regularly scheduled floor meetings.
Small working groups facilitated by the teams.

Topics: All students will be expected to fill out a personal time grid for summer programs (blocking out tutorial time, counseling activities, study time, etc.)
Necessity for prioritizing activities will be emphasized.

## Social Adjustment

| | | | | |
|---|---|---|---|---|
| Session 1 | Monday | 8/22/88 | 6:30-9:00 | Sproul Hall |
| Session 2 | Tuesday | 8/23/88 | 6:30-9:00 | Dykstra Hall |
| Session 3 | Tuesday | 8/23/88 | 3:30-5:00 | Sproul Hall |

Presenters: AAP Counselor/Peer Counselor Teams

Format: 1 hour presentation adjuncted to regularly scheduled floor meetings.
Students will record and post their findings.
Teams facilitate small group discussion on recorded information.

Topics: The necessity and benefits of making a successful social adjustment.
Emphasis on effective attitudes and actions for successful interactions (i.e. free will, responsibility, assertiveness and familiarity with the university.)

## Cultural Adjustment

| | | | | |
|---|---|---|---|---|
| Session 1 | Monday | 8/29/88 | 6:30-9:00 | Sproul Hall |
| Session 2 | Tuesday | 8/30/88 | 6:30-9:00 | Dykstra Hall |
| Session 3 | Tuesday | 9/6/88 | 3:30-5:00 | Sproul Hall |

Presenters: AAP Counselor/Peer Counselor Teams

Format: 1 hour presentation adjuncted to regularly scheduled floor meetings.
Students will record and post feedback.
Teams facilitate small group discussion on recorded information.

Topics: The personal relevance of cultural adjustment within the university.
Strategies to achieve this adjustment.

## LOGISTICAL WORKSHOPS

The following workshops will be coordinated by AAP Professional Counselors in conjunction with the appropriate departments.

| | | | | |
|---|---|---|---|---|
| **Honors** | | | | |
| 1 Session | Friday | 8/26/88 | 3:30-5:00 | Sproul Hall |
| **Housing** | | | | |
| 1 Session | Tuesday | 8/30/88 | 3:30-5:00 | Sproul Hall |
| **Financial Aid** | | | | |
| 1 Session | Thursday | 9/1/88 | 3:30-5:00 | Sproul Hall |

## INDIVIDUAL CONTACTS

### Peer Counselor Appointment Agenda

Format:
1 hour counseling session; weeks 1-4.
Review of Educational Planning Survey,(EPS completed during Orientation Session) prior to meeting with student.
Peer Counselor to document student contact in record of interview.

Topics:
Discussion of EPS with student.
Assessment of Student's needs and concerns.
Discussion of resources pertinent to the students interest.
Referral to appropriate resources.

Note: If there are concerns beyond the EPS the peer counselor should not feel limited or restricted about discussing these.

### Professional Counselors Appointment Agenda

Format:
1 hour individual counseling session; weeks 2-5.

Topics:
Review Fall 88 academic schedule completed in Orientation.
Review degree worksheet in student resource handbook.
Provide clarity on academic rules and regulation.
Explain 4-5 year planner
Assist students in developing long range degree plan (i.e. completion of 4-5 year time grid.)
Assess housing and financial aid status.
Explain role of counselors in the university.
Refer to appropriate resources.

## ADDITIONAL ACTIVITIES:

### Library Tours:

TBA Each section of English and PDP Math to schedule tour of major campus library, preferrably Powell or University Research Library.

TBA In addition, Counselors to schedule one additional tour each week. (Optional for students).

### Internships and Experiential Learning Opportunities Fair

| | | | | |
|---|---|---|---|---|
| | Wednesday | 8/25/88 | 3:30-5:00 | Sproul Hall |

Format: Information Tables and brief presentations by representatives from the EXPO Center, Student Research Program, Placement and Career Planning Center, and other offices.

### An Evening with Faculty

| | | | | |
|---|---|---|---|---|
| ~~Session 1~~<br>(DID NOT TAKE PLACE) | ~~Thursday~~ | ~~8/18/88~~ | ~~6:30-9:00~~ | ~~Residential~~ Hall |
| Session 2 | Thursday | 8/25/88 | 6:30-9:00 | Residential Hall |

Format: Panel of faculty from Life Sciences, Physical Sciences, Social Sciences, the Humanities and the College of Fine Arts.
Question and Answer Period.
Parents will be invited.

Topics: Faculty will discuss their specific academic field, areas of research and how these relate to students interest and opportunities.

### Campus Information Fair

| | | | | |
|---|---|---|---|---|
| 1 Session | Thursday | 8/18/88 | 3:30-5:00 | Sproul Hall |

Format: Panel of representatives from key offices and departments on campus, (e.g. Community Programs, Special Interest Groups, Student Government, etc.)

### ~~Ethnic Food Night/Cultural Diversity Fair~~

| | | | | |
|---|---|---|---|---|
| 1 Night | Sunday | 8/28/88 | 5:00-10:00 | Residential Halls |

Speakers: Directors, Ethnic Studies Centers.

Format: Dinner from 6:00-7:00 in Cafeterias.
Fair from 7:00-9:00 exhibiting student, staff and community artistic talents.

(DID NOT TAKE PLACE)

# FSP/TSP STUDENT REFERRAL FORM

1. Student Name: ____________________
2. Student ID#: ____________________
3. FSP/TSP Course Title: ____________________
4. SRS Course Number: ____________________
5. Your name and position: ______________________________

PLEASE COMPLETE THIS FORM ANYTIME YOU MAKE A REFERRAL BY CHECKING ALL APPROPRIATE CONCERNS. PLEASE GIVE THIS FORM TO THE COUNSELING REPRESENTATIVE AT YOUR CURRICULAR MEETING OR DROP IT IN JIM TO'S MAILBOX AT 1209 CAMPBELL (825-9758). THE COUNSELING REPRESENTATIVE WILL MAKE THE APPROPRIATE REFERRAL(S) FOR YOU.

| | Referral Made to Person/(Date) | Follow-Up by Person/(Date) |
|---|---|---|
| I. Academic Referral: | | |
| ____ Poor performance on exams or assignments | ____________ | ____________ |
| ____ Late assignments | ____________ | ____________ |
| ____ Weak background knowledge in discipline | ____________ | ____________ |
| ____ Poor oral/reading/writing abilities | ____________ | ____________ |
| ____ Ineffective study strategies | ____________ | ____________ |
| ____ Unprepared for Class | ____________ | ____________ |
| ____ Other ____________ | ____________ | ____________ |
| II. Nonacademic Referrals: | | |
| ____ Attendance Issues | ____________ | ____________ |
| ____ Inattentive in class | ____________ | ____________ |
| ____ Work pressures | ____________ | ____________ |
| ____ Financial concerns | ____________ | ____________ |
| ____ Adjustment to university life | ____________ | ____________ |
| ____ Family/Peer/Intimate relationship concerns | ____________ | ____________ |
| ____ Inability to work with others | ____________ | ____________ |
| ____ Commuter student problems | ____________ | ____________ |
| ____ Residence Hall student problems | ____________ | ____________ |
| ____ Other ____________ | ____________ | ____________ |

**White—Eval/1** **Canary—Referral/1** **Pink—Referral/2** **Goldenrod—Eval/2**

FSP/TSP '88 Referral
Rev. 06/03/88
GM/AAP/IPC

# APPENDIX II

# FSP/TSP COUNSELING EVALUATION QUESTIONNAIRE
## SUMMER 1988

---

Your Initials: ____ ____ ____

UCLA ID #: ____ ____ ____ ____ ____ ____ ____ ____ ____

---

This questionnaire is designed to provide you with an opportunity to give us feedback on the strengths and weaknesses of FSP/TSP counseling services. Section I asks questions about the extent to which the FSP/TSP counseling services has accomplished its goals, Section II asks about Peer Counseling services, Section III asks about Professional Counselors services, and Section IV asks about Resident Assistant (RA) services.

**THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!!**

### SECTION I: THE GOALS OF FSP/TSP COUNSELING SERVICES

Please read the following questions and indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) ARE NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the appropriate response number.

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 1. The counseling services I received at FSP/TSP increased my understanding of UCLA's structure and resources. | 2.8<br>(N=144) | 5.6 | 17.4 | 51.4 | 22.9 % |
| 2. Because of the counseling services I received at FSP/TSP, I have a better understanding of my personal and social responsibilities. | 2.1<br>(N=144) | 6.9 | 34.7 | 38.2 | 18.1 % |
| 3. The FSP/TSP counseling unit worked as a team to answer my questions and solve my academic problems. | 2.1<br>(N=145) | 7.6 | 33.8 | 35.9 | 20.7 % |
| 4. The FSP/TSP counseling unit worked as a team to answer my questions and solve my personal problems. | 2.8<br>(N=145) | 8.3 | 41.4 | 34.5 | 13.1 % |
| 5. Because of the counseling services I received at FSP/TSP, I feel that I am more prepared to function in the university environment. | 5.5<br>(N=145) | 2.8 | 28.3 | 39.3 | 24.1 % |

| | (1) - Strongly Disagree | (2) - Disagree | (3) - Neutral | (4) - Agree | (5) - Strongly Agree |
|---|---|---|---|---|---|
| 6. The counseling services I received at FSP/TSP have helped me to build and reinforce a positive self-image, inner confidence, and self-direction. | 3.5<br>(N=143) | 5.6 | 46.2 | 34.3 | 10.5 % |
| 7. Because of the counseling services I received at FSP/TSP, I am familiar with UCLA academic policies and procedures. | 2.1<br>(N=143) | 7.0 | 20.3 | 59.4 | 11.2 % |
| 8. Because of the counseling services I received at FSP/TSP, I have a better appreciation of the racial, cultural, and socioeconomic diversity that exists at UCLA. | 3.5<br>(N=143) | 8.4 | 33.6 | 42.0 | 12.6 % |
| 9. The FSP/TSP counseling services helped me to develop my critical thinking abilities. | 4.2<br>(N=143) | 11.9 | 48.3 | 28.7 | 7.0 % |
| 10. The FSP/TSP counseling services helped me to develop my academic skills. | 2.8<br>(N=142) | 11.3 | 46.5 | 32.4 | 7.0 % |
| 11. All aspects of the counseling services were not only integrated, but worked well together. | 1.4<br>(N=142) | 11.3 | 39.4 | 35.9 | 12.0 % |

12. On a scale of "1" meaning POOR to "10" meaning EXCELLENT, I give the Counseling services a rating of:
<u>CIRCLE THE APPROPRIATE NUMBER</u>

```
POOR                                      (N=136)          EXCELLENT
 |                                         X= 7.1              |
 |-----------------------------------------|-------------------|
 1       2       3      4      5      6      7      8      9      10
```

## SECTION II: PEER COUNSELING SERVICES

Please read the following questions and indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) ARE NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the appropriate response number.

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. My Peer Counselor demonstrated sensitivity and caring when dealing with me. | 1.4<br>(N=143) | 1.4 | 8.4 | 29.4 | 59.4 % |
| 2. My Peer Counselor demonstrated an adequate knowledge of UCLA rules and procedures. | 0.7<br>(N=143) | 1.4 | 11.9 | 36.4 | 49.7 % |
| 3. My Peer Counselor communicated information to me in a way that was clear and understandable. | 2.1<br>(N=143) | 1.4 | 5.6 | 30.8 | 60.1 % |
| 4. My Peer Counselor made an effort to identify my problems and concerns. | 1.4<br>(N=143) | 2.8 | 10.5 | 32.2 | 53.1 % |
| 5. My Peer Counselor had a good working relationship with the other members of the counseling staff. | 0.7<br>(N=142) | 1.4 | 13.4 | 29.6 | 54.9 % |
| 6. My Peer Counselor made appropriate referrals based on the areas in which I needed help. | 1.4<br>(N=143) | 2.1 | 24.5 | 29.4 | 42.7 % |
| 7. My Peer Counselor demonstrated an adequate knowledge of campus resources. | 0.7<br>(N=142) | 1.4 | 15.5 | 33.8 | 48.6 % |
| 8. I felt free to discuss my academic problems with my Peer Counselor. | 2.8<br>(N=142) | 0.7 | 16.2 | 28.9 | 51.4 % |
| 9. I felt free to discuss my personal problems with my Peer Counselor. | 2.8<br>(N=143) | 4.9 | 25.9 | 25.2 | 41.3 % |
| 10. My Peer Counselor kept me informed of the variety of activities that took place during FSP/TSP. | 2.1<br>(N=143) | 2.1 | 17.5 | 26.6 | 51.7 % |
| 11. My Peer Counselor helped my to adjust to university life. | 2.8<br>(N=143) | 4.2 | 32.9 | 31.5 | 28.7 % |
| 12. I consider my Peer Counselor to be a positive role model. | 2.8<br>(N=143) | 1.4 | 16.1 | 27.3 | 52.4 % |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) | |
|---|---|---|---|---|---|---|
| 13. My Peer Counselor was equally concerned about the welfare of all students. | 1.4<br>(N=142) | 2.8 | 11.3 | 29.6 | 54.9 | % |
| 14. I consider my Peer Counselor a friend. | 2.8<br>(N=143) | 0.7 | 12.6 | 29.4 | 54.5 | % |
| 15. Because of my Peer Counselor, I feel that I belong to the UCLA community. | 4.2<br>(N=143) | 3.5 | 32.2 | 30.8 | 29.4 | % |
| 16. My Peer Counselor was concerned about my academic progress. | 2.1<br>(N=143) | 0.7 | 12.6 | 38.5 | 46.2 | % |

17. On a scale of "1" meaning POOR to "10" meaning EXCELLENT, I give my Peer Counselor a rating of:
CIRCLE THE APPROPRIATE NUMBER

POOR (N=140) EXCELLENT
X= 8.6
1 2 3 4 5 6 7 8 9 10

SECTION III: PROFESSIONAL COUNSELING SERVICES

Please read the following questions and indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) ARE NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the appropriate response number.

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) | |
|---|---|---|---|---|---|---|
| 1. My Professional Counselor demonstrated sensitivity and caring when dealing with me. | 2.8<br>(N=141) | 2.1 | 19.9 | 38.3 | 36.9 | % |
| 2. My Professional Counselor demonstrated an adequate knowledge of campus resources. | 2.2<br>(N=139) | 0.7 | 14.4 | 38.1 | 44.6 | % |
| 3. My Professional Counselor was available for appointments and at regularly scheduled hours. | 3.5<br>(N=141) | 2.1 | 16.3 | 43.3 | 34.8 | % |

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|
| 4. My Professional Counselor communicated information to me in a way that was clear and understandable. | 2.8<br>(N=142) | 0.7 | 16.9 | 41.5 | 38.0 % |
| 5. My Professional Counselor made an effort to identify my problems and concerns. | 2.8<br>(N=141) | 2.8 | 27.0 | 35.5 | 31.9 % |
| 6. My Professional Counselor made appropriate referrals based on the areas in which I needed help. | 2.8<br>(N=142) | 1.4 | 28.9 | 31.7 | 35.2 % |
| 7. My Professional Counselor demonstrated an adequate knowledge of academic rules and regulations. | 2.1<br>(N=141) | 0 | 21.3 | 35.5 | 41.1 % |
| 8. I felt free to discuss my personal problems with my Professional Counselor. | 5.7<br>(N=141) | 9.2 | 41.8 | 23.4 | 19.9 % |
| 9. I felt free to discuss my academic problems with my Professional Counselor. | 2.9<br>(N=140) | 5.0 | 21.4 | 37.1 | 33.6 % |
| 10. My Professional Counselor had a good working relationship with the other members of the counseling staff. | 2.2<br>(N=139) | 1.4 | 25.9 | 28.8 | 41.7 % |

11. On a scale of "1" meaning POOR to "10" meaning EXCELLENT, I give my Professional Counselor a rating of:
CIRCLE THE APPROPRIATE NUMBER

POOR (N=138) EXCELLENT
X= 7.9
1 2 3 4 5 6 7 8 9 10

*****

***** RESIDENT HALL STUDENTS CONTINUE WITH SECTION IV *****

*****

COMMUTER STUDENTS:
THANK YOU FOR PROVIDING US WITH THIS INFORMATION!
PLEASE USE THE BACK OF THIS FORM FOR ADDITIONAL COMMENTS

## SECTION IV: RESIDENT ASSISTANT (RA) SERVICES

Please read the following questions and indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) ARE NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the appropriate response number.

(5) - Strongly Agree
(4) - Agree
(3) - Neutral
(2) - Disagree
(1) - Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 1. My RA made an effort to identify problems and concerns. | 6.4<br>(N=141) | 13.5 | 48.2 | 21.3 | 10.6 % |
| 2. My RA developed a sense of community on my floor. | 4.9<br>(N=142) | 14.1 | 34.5 | 31.7 | 14.8 % |
| 3. My RA maintained a sense of community on my floor by successfully resolving problems or conflicts. | 4.3<br>(N=140) | 10.7 | 45.0 | 27.9 | 12.1 % |
| 4. I felt free to discuss my academic problems with my RA. | 9.2<br>(N=141) | 19.9 | 42.6 | 17.7 | 10.6 % |
| 5. I felt free to discuss my personal problems with my RA. | 14.2<br>(N=141) | 18.4 | 46.1 | 14.9 | 6.4 % |
| 6. My RA made me aware of university and residence hall policies. | 6.3<br>(N=142) | 8.5 | 32.4 | 33.1 | 19.7 % |
| 7. My RA successfully followed-up on all violations of rules and regulations on my floor. | 5.6<br>(N=142) | 5.6 | 36.6 | 28.9 | 23.2 % |
| 8. I consider my RA to be a positive role model. | 5.7<br>(N=141) | 3.5 | 38.3 | 34.0 | 18.4 % |
| 9. My floor has an adequate study atmosphere. | 10.6<br>(N=141) | 14.9 | 34.8 | 28.4 | 11.3 % |
| 10. My RA made me aware of the fire and safety procedures on my floor. | 8.5<br>(N=142) | 14.1 | 33.8 | 32.4 | 11.3 % |
| 11. My RA has been available when I needed him/her. | 9.9<br>(N=141) | 7.8 | 41.1 | 25.5 | 15.6 % |
| 12. My RA encouraged me to attend floor activities. | 8.5<br>(N=142) | 13.4 | 30.3 | 32.4 | 15.5 % |
| 13. My RA kept me informed of the various FSP/TSP activities. | 9.9<br>(N=141) | 11.3 | 36.2 | 24.8 | 17.7 % |

```
(5) - Strongly Agree -------------------------------------------
(4) - Agree ------------------------------------------     |
(3) - Neutral --------------------------------      |     |
(2) - Disagree --------------------------     |     |     |
(1) - Strongly Disagree ---------       |     |     |     |
                                |       |     |     |     |
```

| | | | | | |
|---|---|---|---|---|---|
| 14. The programs my RA organized helped me to meet other students. | 7.9<br>(N=139) | 13.7 | 37.4 | 29.5 | 11.5 % |
| 15. My RA had a good working relationship with my Professional and Peer Counselors. | 2.9<br>(N=138) | 2.9 | 29.7 | 35.5 | 29.0 % |

16. On a scale of "1" meaning POOR to "10" meaning EXCELLENT, I give my RA a rating of:
<u>CIRCLE THE APPROPRIATE NUMBER</u>

```
POOR                              (N=138)            EXCELLENT
 |                                X= 6.6                  |
 |--------------------------------|-----------------------|
 1      2      3     4     5     6     7     8     9     10
```

USE THE BOTTOM OR BACK OF THIS FORM FOR ADDITIONAL COMMENTS.
THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

FSP/TSP - 8/88

# APPENDIX III

## STRATEGIES FOR IMPROVING THE EVALUATION

### Student Referral Form

- To allow for an evaluation of the "Counseling Team" approach, the Student Referral Form should be fully integrated into FSP/TSP procedures.

### Counseling Evaluation Questionnaire

- To ensure that all students complete a Counseling Evaluation Questionnaire, administration of the questionnaire should occur in class, during the last week of courses. The questionnaire could be administered during a Thursday or Friday class period of each students' English or Mathematics course since each student is enrolled in one of these core courses.
- The Counseling Evaluation Questionnaire will undergo revision, to ensure that the questionnaire covers all goals and objectives of the Counseling Unit Services.

# CHAPTER VI
# COMPONENTS OF THE EVALUATION NOT ANALYZED

# COMPONENTS OF THE EVALUATION NOT ANALYZED

## RESIDENTIAL VS. COMMUTER LIFE

Introduction. Because of suspected differences between Commuter and Residence Hall students' participation in Freshman Summer Program and Transfer Summer Program (FSP/TSP) activities, an attempt was made to assess the extent to which the life of a FSP/TSP Residence Hall student differed from the life of a FSP/TSP Commuter student, in terms of the number and kinds of activities attended.

Methodology. During the third week of FSP/TSP (August 21 through August 27), a random sample of FSP/TSP students was selected to keep a **24-Hour Activity Journal**. (See Appendix I for a copy of the FSP/TSP 24-Hour Activity Journal.) The Journal was designed so that students could record all major activities they participated in during a 24-hour period, the length of the activity, the place where the activity occurred, whether it was a group or individual activity, and any feeling, reactions, or explanations the student had regarding the activity.

A list of the names, addresses, phone numbers, and Commuter or Residence Hall status of all students enrolled as of the end of the first week of FSP/TSP was obtained from AAP staff. From this list, a 20% random sample of FSP students was selected and a 20% random sample of TSP students was selected. Half of the FSP and TSP sample were identified as Commuter students and half were identified as Residence Hall students. Because the Commuter student population was much smaller than the Residence Hall population, Commuter students were over sampled by 50%. After the samples were chosen, each student was randomly assigned the day of the week on which they would record their activities. This day was then recorded on the journal.

Return Rate. Of the 142 Activity Journals sent, 17 were completed and returned (8 Commuter students and 9 Residence Hall students), indicating a response rate of 12%. Because the number of students returning their completed Activity Journals was so low, it was impossible to analyze the results (a strategy for improving the response rate is discussed in Appendix II.) There are two major reasons why the response rates were so low. First, many of the names, addresses, and phone numbers obtained from AAP staff were incorrect. This may have been due to the fact that the program had just started and current information was not available on all students. Second, because Residence Hall students did not have phones in their rooms and because many of the Commuters students phone numbers were incorrect, it was impossible to call the student and remind them to complete their Activity Journal.

## PARENTAL INVOLVEMENT

Introduction. Because of an interest in assessing parental (family) involvement in FSP/TSP, an attempt was made to determine the extent to which the parents of FSP/TSP students attended Spring and Summer events and thought that the information they received at these events was useful.

Methodology. All parents of identified FSP/TSP students were sent a **FSP/TSP Parent/Spouse/Other Involvement Questionnaire** during the middle of September. (See Appendix I for a copy of the FSP/TSP Parent/Spouse/Other Involvement Questionnaire, including percentages, means and counts.) The questionnaire was divided into two sections: Spring Conference events and Summer Program events. Each section was designed to identify which, if any, events were attended by family members, and the extent to which they perceived the information they received as useful. Because of the large number of Spanish-speaking families with students attending FSP/TSP, the questionnaire was also available in Spanish.

In an attempt to obtain an exact list of parents' names, addresses, and language of preference, the evaluator developed a special form and asked all Peer Counselors to obtain this information from their students. Peer Counselors were given the last three weeks in August to obtain this information. Unfortunately, less than half of the Peer Counselors provided this information and, in the cases where information was returned, some was incomplete. Therefore, the evaluators had to rely on the Registrar to obtain parental address information. Unfortunately, many of the addresses obtain from the Registrars' file were incorrect.

Return Rate. Of the 670 Parental Involvement Questionnaires sent, 107 were completed and returned, indicating a response rate of 16%. Because the number of parents returning their completed questionnaires was so low, and because of the number of undeliverable questionnaires, the results were not analyzed (a strategy for improving the response rate is suggested in Appendix II.)

# APPENDIX I

# FSP/TSP 24 HOUR ACTIVITY JOURNAL
## SUMMER 1988

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DIRECTIONS:

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Please complete the attached 24 HOUR ACTIVITY JOURNAL on AUGUST . You should plan on recording in your journal for a total of 24 hours, starting from the time you get up in the morning. Fill out the MAJOR ACTIVITIES which you participated in during this 24 hour period. When you record an activity, try to account for as much time as possible rather that accounting for every detail. In addition to recording activities, indicate the time you start and finish an activity, the place where this activity occurs, whether it is with a group or individually, and any feelings/reactions/explanations you have regarding your activities. During the week starting August 29th, a UCLA graduate student will contact you to set up a time to collect your completed 24 HOUR ACTIVITY JOURNAL.

If you have any questions regarding the 24 HOUR ACTIVITY JOURNAL, please feel free to call the Project Research Coordinator, Susan Ackermann, at 825-2531.

WE APPRECIATE YOUR PARTICIPATION IN THIS PROJECT!!

## 24 HOUR ACTIVITY JOURNAL

**Your Initials:** _____ _____ _____

**UCLA ID #:** _____ _____ _____ _____ _____ _____ _____ _____ _____

| ACTIVITY | TIME START | TIME FINISH | PLACE | GROUP/ INDIVIDUAL | FEELINGS/REACTIONS |
|---|---|---|---|---|---|
| | | | | | |

| ACTIVITY | TIME START | TIME FINISH | PLACE | GROUP/ INDIVIDUAL | FEELINGS/REACTIONS |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

6.5

# FSP/TSP PARENT/SPOUSE/OTHER INVOLVEMENT QUESTIONNAIRE

This questionnaire is designed to identify the strengths and weaknesses of the Spring Conference and FSP/TSP Summer Events that you attended. It is very important that you complete the entire questionnaire. Without your comments, we are unable to know how to modify the program to best meet your needs.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. YOUR RESPONSES WILL BE USED FOR FSP/TSP PROGRAMMATIC EVALUATION PURPOSES ONLY! NOTHING YOU SAY WILL AFFECT YOUR STUDENTS' FUTURE AT UCLA!

This questionnaire is divided into three Sections: Section I asks general background questions, Section II asks about your participation in the Spring Conferences and Section III asks about your participation in Summer Program Events.

**** CIRCLE ONLY ONE RESPONSE FOR EACH QUESTION ****

## SECTION I - GENERAL BACKGROUND INFORMATION

1. Who is filling out this questionnaire?

| | | | |
|---|---|---|---|
| 1. | Student's Mother | | 62.3% |
| 2. | Student's Father | (N=106) | 32.1% |
| 3. | Student's Spouse | | 3.8% |
| 4. | Other (please specify ________________________) | | 1.9% |

2. Is the student the first child in his/her family to attend a university?

| | | | |
|---|---|---|---|
| 1. | Yes | | 51.9% |
| 2. | No | (N=108) | 48.1% |

3. Currently, does the student:

| | | | |
|---|---|---|---|
| 1. | Commute to UCLA | | 18.7% |
| 2. | Live in the Residence Halls at UCLA | (N=107) | 81.3% |

4. Indicate the highest educational level achieved by the student's father:

| | | | |
|---|---|---|---|
| 1. | Some High School | | 10.9% |
| 2. | High School Diploma | (N=101) | 10.9% |
| 3. | Some College | | 22.8% |
| 4. | Two-Year College Degree | | 7.9% |
| 5. | Four-Year College Degree | | 18.8% |
| 6. | Some Graduate School | | 5.9% |
| 7. | Graduate Degree | | 22.8% |

5. Indicate the highest educational level achieved by the student's mother:

| | | |
|---|---|---|
| 1. Some High School | | 11.4% |
| 2. High School Diploma | (N=105) | 21.0% |
| 3. Some College | | 20.0% |
| 4. Two-Year College Degree | | 9.5% |
| 5. Four-Year College Degree | | 15.2% |
| 6. Some Graduate School | | 6.7% |
| 7. Graduate Degree | | 16.2% |

## SECTION II - SPRING CONFERENCES

1. Which of the following Spring Conferences did you attend?

| | | | |
|---|---|---|---|
| 1. April 16, 1988 | | | 16.1% |
| 2. April 23, 1988 | | (N=99) | 31.3% |
| 3. April 30, 1988 | ----> (SKIP TO QUESTION #3) | | 26.3% |
| 4. June 4, 1988 | | | 9.1% |
| 5. June 11, 1988 | | | 7.1% |
| 6. I did not attend a Spring Conference<br>(CONTINUE WITH SURVEY) | | | 10.1% |

2. What made you decide NOT to attend one of the Spring Conferences?

------------------------------------------------------------

------------------------------------------------------------

------------------------------------------------------------

------------------------------------------------------------

------------------------------------------------------------

(SKIP TO SECTION III - SUMMER PROGRAMS, PAGE 5)

3. Remembering the Welcome/Introduction large group session, did you consider the information provided about ...

a. AAP was:

| | | |
|---|---|---|
| 1. Very informative | | 69.4% |
| 2. Somewhat informative | (N=98) | 28.6% |
| 3. Not at all informative | | 1.0% |
| 4. I did not attend this session | | 1.0% |

b. The 1988 SUMMER PROGRAMS was:

| | | |
|---|---|---|
| 1. Very informative | | 66.3% |
| 2. Somewhat informative | (N=98) | 29.6% |
| 3. Not at all informative | | 1.0% |
| 4. I did not attend this session | | 3.1% |

3. Remembering the Welcome/Introduction large group session, did you consider the information provided about ...

c. PROVISIONAL ADMISSIONS was:

| | | |
|---|---|---|
| 1. Very informative | | 45.2% |
| 2. Somewhat informative | (N=108) | 45.2% |
| 3. Not at all informative | | 4.3% |
| 4. I did not attend this session | | 5.4% |

Using the scale below, please indicate how USEFUL you thought the following Spring Conference Sessions were. Please place "N/A" in the column if you DID NOT ATTEND the session.

```
Not at all                                      Very
  useful                                       useful
     |-----------------------------------------|
     |                                         |
     1          2          3          4        5
```

4. The PARENT INFORMATION SESSION led by the AAP Director and Associate Director discussing the advantages of attending AAP Summer Programs. $\bar{X}$=4.3% (N=83)

5. The presentation on FINANCIAL AID. $\bar{X}$=3.8% (N=79)

6. The presentation on HOUSING. $\bar{X}$=4.0% (N=83)

7. The UCLA INFORMATION FAIR. $\bar{X}$=3.7% (N=70)

8. Thinking about your entire experience at the Spring Conference, would you say that the AAP Staff ...

a. Made you feel WELCOME?

| | | |
|---|---|---|
| 1. Yes | | 97.9% |
| 2. No | (N=95) | 0.0% |
| 3. Not sure | | 2.1% |

b. Were CONCERNED about your questions and comments?

| | | |
|---|---|---|
| 1. Yes | | 93.7% |
| 2. No | (N=95) | 0.0% |
| 3. Not Sure | | 6.3% |

c. Acted in a SUPPORTIVE manner?

| | | |
|---|---|---|
| 1. Yes | | 80.6% |
| 2. No | (N=94) | 0.0% |
| 3. Not sure | | 6.5% |

9. What percentage of the PRINTED MATERIALS you received at the Spring Conference did you read:

| | | |
|---|---|---|
| 1. 100% or almost 100% of the materials | | 62.0% |
| 2. Approximately 75% of the materials | (N=95) | 23.1% |
| 3. Approximately 50% of the materials | | 1.9% |
| 4. 25% or less of the materials | | 0.9% |

10. Did you think that the PRINTED MATERIALS you received were INFORMATIVE?

| | | |
|---|---|---|
| 1. Yes | | 85.2% |
| 2. No | (N=96) | 0.0% |
| 3. Not sure | | 3.7% |

11. Did you think that the PRINTED MATERIALS you received were EASY TO READ?

| | | |
|---|---|---|
| 1. Yes | | 83.3% |
| 2. No | (N=95) | 1.9% |
| 3. Not sure | | 2.8% |

12. Were any of your questions or concerns NOT ADDRESSED at the Spring Conference?

| | | |
|---|---|---|
| 1. Yes ------------------ | | 20.0% |
| 2. No ↓ | (N=90) | 80.0% |

12a. What questions/concerns were not addressed?

____________________________________

____________________________________

____________________________________

____________________________________

13. As a result of attending a Spring Conference, do you think you have a better understanding of the different actions, attitudes, and behaviors that will influence your student's success in university?

| | | |
|---|---|---|
| 1. Yes | | 91.6% |
| 2. No | (N=95) | 1.1% |
| 3. Not sure | | 7.4% |

14. As a result of attending a Spring Conference, do you think you have a better understanding of the wide range of demands that university life will place on your student?

| | | |
|---|---|---|
| 1. Yes | | 92.6% |
| 2. No | (N=95) | 4.2% |
| 3. Not sure | | 3.2% |

15. As a result of attending a Spring Conference, do you think you have a better understanding of the differing levels of competition from high school to university?

| | | | |
|---|---|---|---|
| 1. | Yes | | 89.6% |
| 2. | No | (N=96) | 6.3% |
| 3. | Not sure | | 4.2% |

16. On a scale from "1" meaning NOT AT ALL USEFUL to "5" meaning VERY USEFUL, how would you rate the information you received at the Spring Conference? <u>PLEASE CIRCLE THE APPROPRIATE NUMBER</u>.

```
Not at all                           (N=91)  Very
 useful                                4.4   useful
    |_____________________________________|_____|
    |                                           |
    1          2          3          4          5
```

17. Is there any information YOU HOPED TO RECEIVE at the Spring Conference, BUT DID NOT?

------------------------------------------------------------

------------------------------------------------------------

------------------------------------------------------------

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------------------------------------------------------------

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

## SECTION III - FSP/TSP SUMMER PROGRAMS

1. Which of the following Parent/Spouse/Other events did you attend: <u>CIRCLE ALL THAT APPLY</u>.

| | | | |
|---|---|---|---|
| 1. | Welcome and Orientation Program - August 7, 1988 | | 29.9% |
| 2. | Faculty Evening - September 8, 1988 | (N=107) | 85.0% |
| 3. | Parent/Other Dinner - September 11, 1988 | | 81.3% |

(SKIP TO QUESTION #3)

| | | |
|---|---|---|
| 4. | I did not attend any of the Parent/Other events<br>(CONTINUE WITH QUESTIONNAIRE) | 16.8% |

2. What made you decide NOT to attend any of the Parent/Spouse/Other events?

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS
THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!)

REMEMBER TO RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE
AS SOON AS POSSIBLE

3. Remembering the Welcome and Orientation large group Parent Sessions, did you consider the information provided about the ...

a. OFFICE OF RESIDENTIAL LIFE (ORL) was:

| | | | |
|---|---|---|---|
| 1. | Very informative | | 48.9% |
| 2. | Somewhat informative | (N=90) | 45.6% |
| 3. | Not at all informative | | 0.0% |
| 4. | I did not attend this session | | 5.6% |

b. ACADEMIC LIFE OF A UCLA STUDENT was:

| | | | |
|---|---|---|---|
| 1. | Very informative | | 64.8% |
| 2. | Somewhat informative | (N=91) | 31.9% |
| 3. | Not at all informative | | 1.1% |
| 4. | I did not attend this session | | 2.2% |

c. COUNSELING SERVICES was:

| | | | |
|---|---|---|---|
| 1. | Very informative | | 64.0% |
| 2. | Somewhat informative | (N=89) | 33.7% |
| 3. | Not at all informative | | 1.1% |
| 4. | I did not attend this session | | 1.1% |

4. Was there any information YOU HOPED TO RECEIVE at the Welcome and Orientation, BUT DID NOT?

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS)

5. On a scale from "1" meaning NOT AT ALL USEFUL to "5" meaning VERY USEFUL, how would you rate the information you received at the August 7th Welcome and Orientation?
PLEASE CIRCLE THE APPROPRIATE NUMBER.

Not at all useful

(N=76) 4.2

Very useful

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

6. Now, thinking about the Faculty Evening, do you have a better understanding of the varying roles and backgrounds of faculty members?

| | | | |
|---|---|---|---|
| 1. Yes | → (SKIP TO QUESTION #8) | | 22.4% |
| 2. No | | (N=85) | 2.4% |
| 3. Not Sure | | | 7.1% |
| 4. I did not attend the Faculty Evening<br>(CONTINUE WITH QUESTIONNAIRE) | | | 68.2% |

7. What made you decide NOT to attend the Faculty Evening?

---------------------------------------------------------------

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---------------------------------------------------------------

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS
SKIP TO QUESTION #10)

8. Again, remembering the Faculty Evening:

a. Do you have a better understanding of the areas of research within specific academic fields?

| | | |
|---|---|---|
| 1. Yes | | 64.5% |
| 2. No | (N=31) | 16.1% |
| 3. Not sure | | 19.4% |

b. Do you have a better understanding of the opportunities available to your student within specific academic fields?

| | | |
|---|---|---|
| 1. Yes | | 62.5% |
| 2. No | (N=32) | 15.6% |
| 3. Not sure | | 21.9% |

9. On a scale from "1" meaning NOT AT ALL USEFUL to "5" meaning VERY USEFUL, how would you rate the information you received at the Faculty Evening? PLEASE CIRCLE THE APPROPRIATE NUMBER.

```
Not at all                          (N=27)      Very
 useful                              3.8       useful
    |______________________________|____________|
    |                                            |
    1          2          3          4           5
```

10. Thinking about the PARENT/OTHER DINNER, do you consider that meeting and talking to faculty members and AAP Staff gave you a better perspective on UCLA?

```
1.  Yes -------                                          28.6%
2.  No          | ---> (SKIP TO QUESTION #12)   (N=84)    3.6%
3.  Not Sure --                                           4.8%

4.  I did not attend this event                          63.1%
    (CONTINUE WITH QUESTIONNAIRE)
```

11. What made you decide NOT to attend the Parent/Other Dinner?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

(USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS
SKIP TO THE END OF QUESTIONNAIRE)

12. On a scale from "1" meaning NOT AT ALL USEFUL to "5" meaning VERY USEFUL, how would you rate the information you received at the PARENT/OTHER DINNER? PLEASE CIRCLE THE APPROPRIATE NUMBER.

```
Not at all                               (N=29)  Very
  useful                                   4.3   useful
    |____________________________________|_______|
    |                                             |
    1          2          3          4            5
```

USE THE BACK OF THIS PAGE FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

REMEMBER TO RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE
AS SOON AS POSSIBLE

FSP/TSP - 8/88

## CUESTIONARIO DE ENVOLVIMIENTO DEL PADRE/MADRE, ESPOSO/A U OTRO EN FSP/TSP

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Este cuestionario ha sido creado, para identificar las posibles fallas or impactos desarrollados en las personas que asistieron en las pasadas conferencias llevadas a cabo en la primavera y verano de 1988 (Spring Conference and FSP/TSP Summer Events). Es de suma importancia que los asistentes llenen debidamente el cuestionario entero. Ya que sin su cooperación, sería imposible hacer modificaciones que mejorarían los programas en sus opiniones dadas.

EL CUESTIONARIO ES ABSOLUTAMENTE CONFIDENCIAL. SUS RESPUESTAS SOLO SERAN UTILIZADAS PARA EVALUAR LOS PROGRAMAS IMPARTIDOS (FSP/TSP) DE LO EXPUESTO POR USTEDES.NO AFECTARAN A LOS FUTUROS ESTUDIANTES A INGRESAR A LA UNIVERSIDAD (UCLA).

El cuestionario se divide en tres secciones:

- Sección I. Preguntas generales (antecedentes)
- Sección II. Preguntas acerca de su participación en las conferencias de primavera (Spring Conference).
- Sección III. Preguntas acerca de su participación en las conferencias de verano (Summer Program Events).

*****MARQUE CON UN CIRCULO UNA SOLA RESPUESTA DE CADA PREGUNTA*****

### SECCIÓN I - PREGUNTAS GENERALES (ANTECEDENTES)

1. ¿Qué persona ha llenado el cuestionario?

    1. Madre del estudiante.
    2. Padre del estudiante.
    3. Esposo/a del estudiante.
    4. Alguna otra persona (por favor especifique____________________)

2. ¿Es el estudiante el primogénito en la familia quien asistirá a la universidad?

    1. Sí
    2. No

3. En la actualidad, el estudiante está:

    1. Conmutando a la universidad.
    2. viviendo en una hospedería universitaria.

4. Indique el máximo grado de estudio recibido por el padre:

   1. Secundaria (sin terminar)
   2. Secundaria (graduado)
   3. Preparatoria (sin terminar)
   4. Preparatoria (graduado)
   5. Universidad (graduado)
   6. Maestría/Diplomado (sin terminar)
   7. Maestría/Diplomado (graduado)

5. Indique el máximo grado de estudio recibido por la madre:

   1. Secundaria (sin terminar)
   2. Secundaria (graduado)
   3. Preparatoria (sin terminar)
   4. Preparatoria (graduado)
   5. Universidad (graduado)
   6. Maestría/Diplomado (sin terminar)
   7. Maestría/Diplomado (graduado)

## SECCIÓN II - CONFERENCIAS DE PRIMAVERA (SPRING CONFERENCES)

1. ¿A Cuál de las siguientes conferencias asistió usted?

   1. April 16, 1988
   2. April 23, 1988
   3. April 30, 1988
   4. June 4, 1988
   5. June 11, 1988

   → (PASE A LA PREGUNTA NÚMERO 3 SI MARCO ENTRE EL 1 Y 5)

   6. No asistí a ninguna.
      (CONTINUE RESPONDIENDO SI MARCA EL NÚMERO 6)

2. ¿Qué le hizo decidir no asistir a alguna de estas conferencias?

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   (PASE A LA SECCIÓN III - PROGRAMAS DE VERANO, PÁGINA )

3. Recordatorio de la bienvenida y apertura de las sesiones, considero usted que la información que se le dio acerca de:

   a. AAP fué:
      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

3. Tomando en cuenta la bienvenida y apertura de las sesiones, consideró usted que la información que se le dio acerca de:

   b. Los PROGRAMAS DEL VERANO 1988 fué:

      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

   c. Las ADMISIONES PROVICIONALES fué:

      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

NOTA: Utilice la escala siguiente (abajo) e indique el nivel de los beneficios que obtuvo de las sesiones siguientes de las conferencias de primavera. Por favor coloque "N/A" en la columna si usted no asistió a la sesión.

Beneficio Nulo — Beneficio Máximo

1 2 3 4 5

4. La SESIÓN DE INFORMACIÓN FAMILIAR (PARENT INFORMATION SESSION) fué aplicada por el director de AAP y el sub-director quienes presentaron la importancia a quienes asistieron a los progamas del verano del AAP. _____

5. La presentación de AYUDA FINANCIERA. _____

6. La presentación de HOSPEDAJE. _____

7. La FERIA DE INFORMACIÓN por parte de la UCLA. _____

8. Tomando en cuenta su experiencia en las conferencias de primavera (Spring Conferences) como califica al personal de AAP...

   a. ¿Le recibieron bien?
      1. Sí
      2. No
      3. Inseguro

   b. ¿Tomaron en cuenta sus preguntas y comentarios?
      1. Sí
      2. No
      e. Inseguro

8. Tomando en cuenta su experiencia en las conferencias de primavera (Spring Conferences) como califica al personal de AAP...

c. ¿Sintió apoyo de parte del personal?

1. Sí
2. No
3. Inseguro

9. ¿Qué cantidad del material impreso que usted recibio leyó?

1. 100% o aproximadamente el 100% del material.
2. Aproximadamente 75% del material.
3. Aproximadamente 50% del material.
4. 25% o menos del material.

10. ¿Piensa usted que el material que le fué aportado le fué informativo?

1. Sí
2. No
3. Inseguro

11. ¿Piensa usted que el material que recibió era fácil de entender?

1. Sí
2. No
3. Inseguro

12. Algunas de sus preguntas o preocupaciones no fueron tomadas en cuenta en las sesiones.

1. Sí
2. No

12a. ¿Qué preguntas considera usted que fueron excluidas?

____________________

____________________

____________________

____________________

13. ¿Qué resultado obtuvo el haber asistido a la conferencia de primavera (Spring Conference)? Piensa usted que tiene ahora mejor conocimientos de los hechos, actitudes y conducta que influirán en el éxito de los estudiantes en la universidad?

1. Sí
2. No
3. Inseguro

14. Como resultado de haber asistido a la conferencia de primavera (Spring Conference), ¿piensa usted que tiene un mejor marco de referencia en la amplitud que demanda la vida universitaria que recibiran los estudiantes?

1. Sí
2. No
3. Inseguro

15. Como resultado de haber asistido a la conferencia de primavera (Spring Conference), ¿piensa usted que tiene ahora un mejor conocimiento de los niveles diferentes de competencia educacional de la secundaria hacia la universidad?

1. Sí
2. No
3. Inseguro

16. Tomando en cuenta la escala de "1" a "5", exprese la tasa de informacion recibida en la conferencia de primavera (Spring Conference).
NOTA: POR FAVOR MARQUE CON UN CÍRCULO EL NÚMERO ADECUADO.

Beneficio Nulo — Beneficio Máximo

1 2 3 4 5

17. ¿Hay alguna información que usted deseaba haber recibido en la conferencia de primavera (Spring Conference), pero que no fue dada?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES)

## SECCIÓN III - FSP/TSP PROGRAMAS DE VERANO (SUMMER PROGRAMS)

¿Cuál de los siguientes: familiares/esposos/ u otros asistieron a los eventos?
NOTA: MARQUE CON UN CIRCULO LOS ACTOS A LOS CUALES ASISTIÓ.

1. El programa de Bienvenida y Orientación - Agosto 8, 1988
2. La reunion con el profesorado - Septiembre 8, 1988
3. La cena para familiares u otros - Septiembre 11, 1988

(PASE A LA PREGUNTA NÚMERO 3)

4. No asistí a ningún acto familiar u otros actos
(NOTA: CONTINUE CON EL CUESTIONARIO.)

2. ¿Por qué usted decidió no asistir a ninguno de los actos de familiares/esposos/ u otros?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES.
MUCHISIMAS GRACIAS POR PROVEER ESTA INFORMACIÓN)

POR FAVOR DEVUELVA ESTE CUESTIONARIO EN EL SOBRE, LO MAS PRONTO POSIBLE.

3. Teniendo en cuenta las sesiones de bienvenida y orientación. ¿Considera usted que la información recibida acerca de:

   a. LA OFICINA DE HOSPEDAJE fué:

      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

   b. LA VIDA ACADEMICA DE LOS ESTUDIANTES EN UCLA fué:

      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

   c. LOS SERVICIOS DE CONSEJOS fué:

      1. Muy informativa.
      2. Poco informativa.
      3. Nada informativa.
      4. No asistí a tal sesión.

4. ¿Hay alguna información que usted deseaba haber recibido del grupo de orientación, pero que no fué dada?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES.)

5. Tomando en cuenta la escala de "1" a "5" exprese la tasa de información recibida en la junta de Bienvenida y Orientación el 7 de Agosto.
NOTA: POR FAVOR MARQUE CON UN CÍRCULO EL NÚMERO ADECUADO.

Beneficio Nulo — Beneficio Máximo

1 2 3 4 5

6. Encuanto a la reunion con el profesorado,¿piensa usted que tiene un mejor conocimiento de la variedad de roles y los antecedentes del profesorado?

1. Sí
2. No → (PASE A LA PREGUNTA NÚMERO 8)
3. Inseguro

4. No asistí a ningún acto de la reunion con el profesorado.
(NOTA: CONTINUE CON EL CUESTIONARIO.)

7. Por qué decidió no asistir a la reunion con el profesorado?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES.
PASE A LA PREGUNTA NÚMERO 10)

8. Teniendo en cuenta la reunion con el profesorado:

a. ¿Tiene usted un mejor conocimiento de las áreas de investigación dentro los campos académicos específicos?

1. Sí
2. No
3. Inseguro

b. ¿Tiene usted un mejor conocimiento de las oportunidades para su estudiante dentro los campos académicos específicos?

1. Sí
2. No
3. Inseguro

9. Tomando en cuenta la escala de "1" a "5", exprese la tasa de información recibida en la reunion con el profesorado..
NOTA: POR FAVOR MARQUE CON UN CIRCULO EL NÚMERO ADECUADO.

Beneficio Nulo — Beneficio Máximo

1 2 3 4 5

10. Encuanto a la cena de familiares, ¿considera usted que el conocer y hablar con el profesorado y el personal del AAP le dieron una mejor perspectiva de la universidad?

1. Sí
2. No → (PASE A LA PREGUNTA NÚMERO 12)
3. Inseguro

4. No asistí a ningún acto de la Cena de Familiares/ u Otros.
(NOTA: CONTINUE CON EL CUESTIONARIO.)

11. Por qué decidió no asistir al acto de la cena de familiares?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES.
PASE AL FIN DEL CUESTIONARIO)

12. Tomando en cuenta la escala de "1" a "5", exprese la tasa de información recibida en la cena de familiares.
NOTA: POR FAVOR MARQUE CON UN CÍRCULO EL NÚMERO ADECUADO.

Beneficio Nulo — Beneficio Máximo

1 2 3 4 5

(NOTA: UTILICE EL REVERSO DE LA PÁGINA PARA COMENTARIOS ADICIONALES.
MUCHISIMAS GRACIAS POR PROVEER ESTA INFORMACIÓN!!)

POR FAVOR DEVUELVA ESTE CUESTIONARIO EN EL SOBRE, LO MÁS PRONTO POSIBLE.

## APPENDIX II

## STRATEGIES FOR IMPROVING THE EVALUATION

### Residential vs. Commuter Life

- To ensure that information on this topic is collected in a systematic fashion, face-to-face interviews should be conducted with a random sample of Commuter and Residence Hall students. The interviews should be arranged to take place before or after a mandatory meeting or before or after class.

### Parental Involvement

- The collection of parents' names, addresses, and language of preference should be mandatory information collected by AAP.